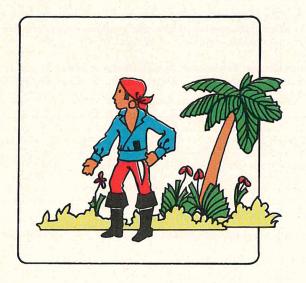


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heath elementary mathematics





CLYDE A. DILLEY WALTER E. RUCKER ANN E. JACKSON

CONSULTING AUTHORS
J. Richard Dennis
Gerald R. Rising
Mildred B. Griffith

Max Beberman

D. C. HEATH AND COMPANY Lexington, Massachusetts Toronto

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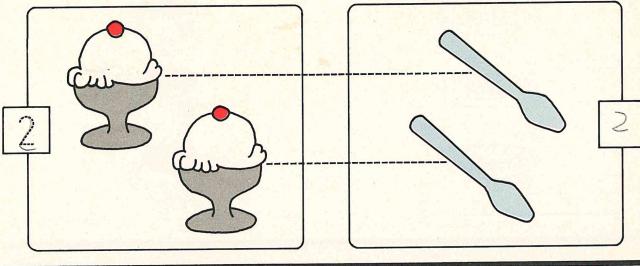
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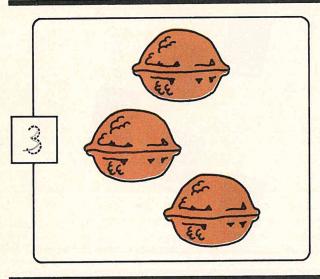
Measurement

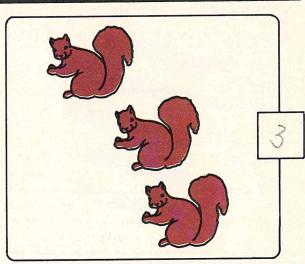
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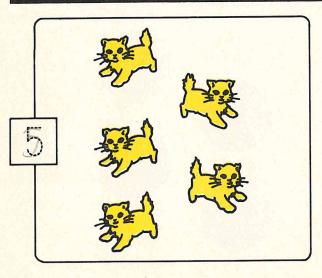
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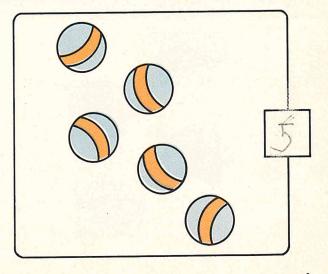
Tell how many in each set.





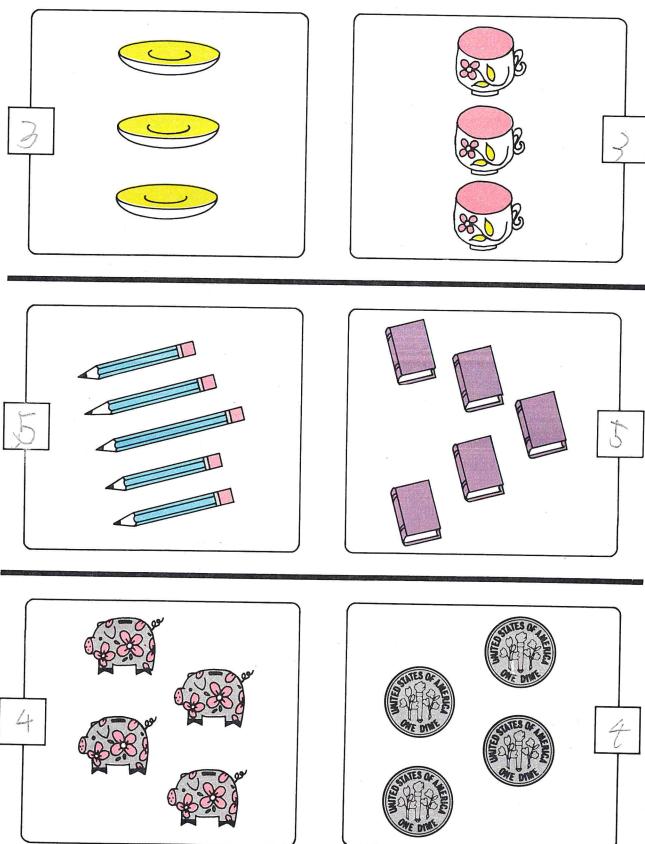




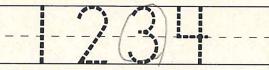


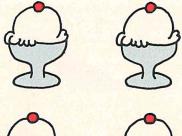
Match the objects.

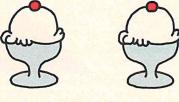
Tell how many in each set.





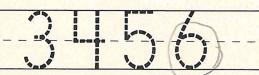


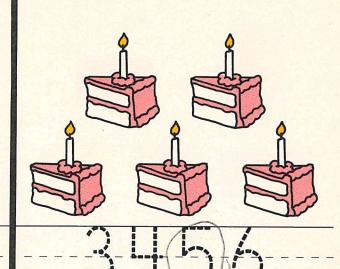








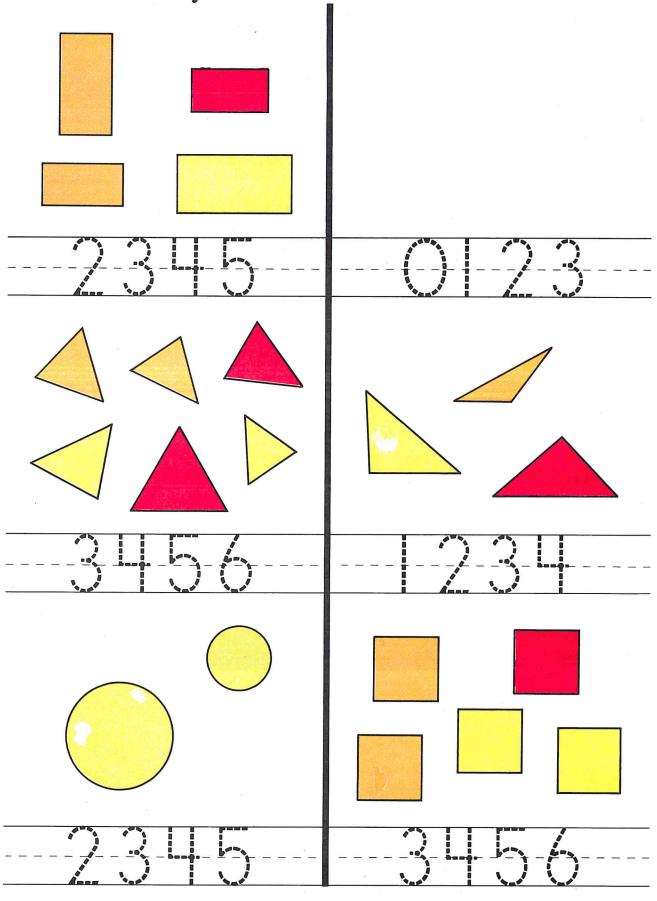








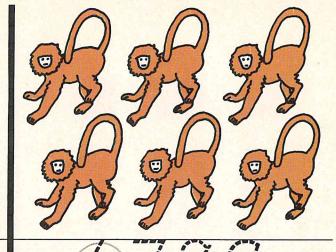




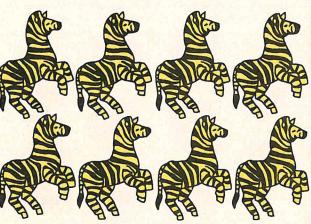


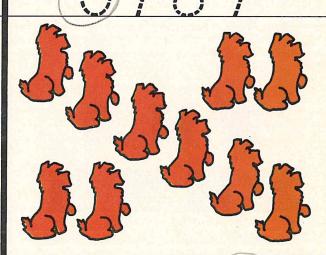


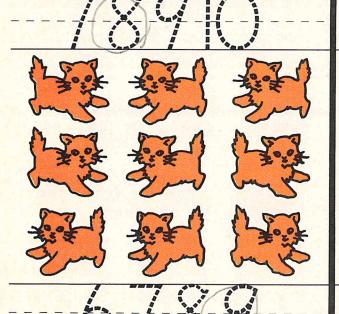


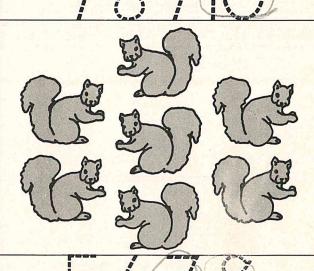


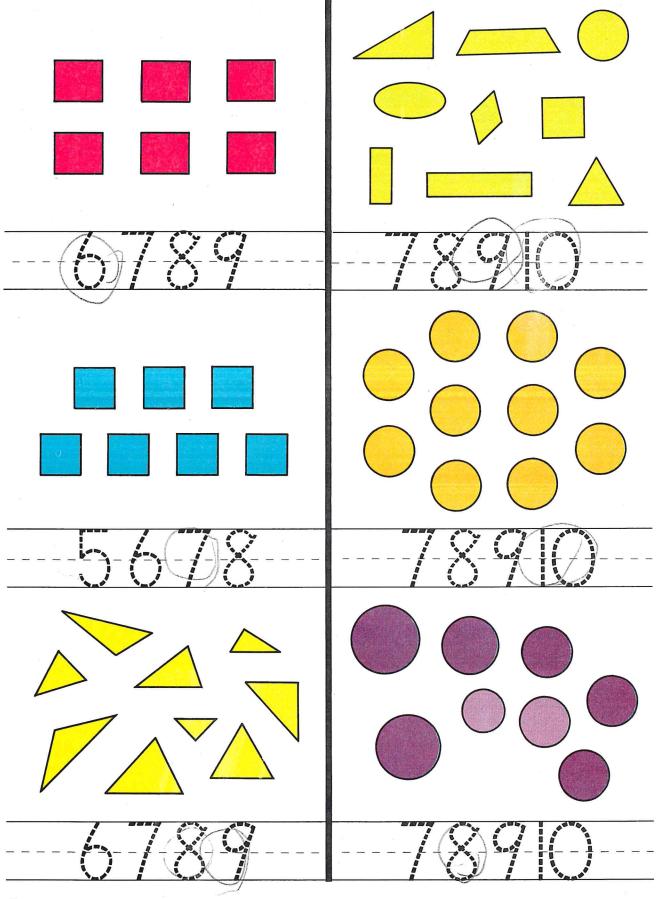




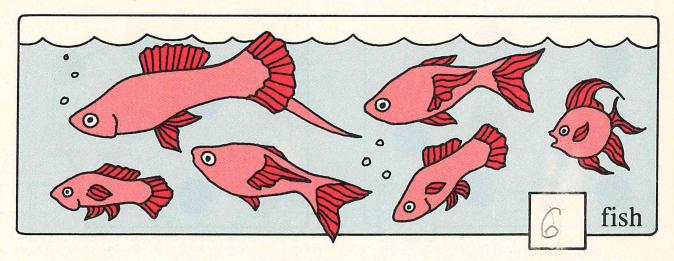


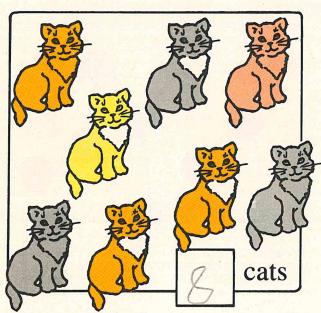


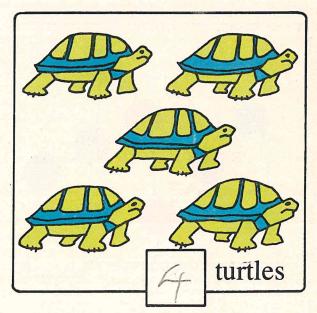


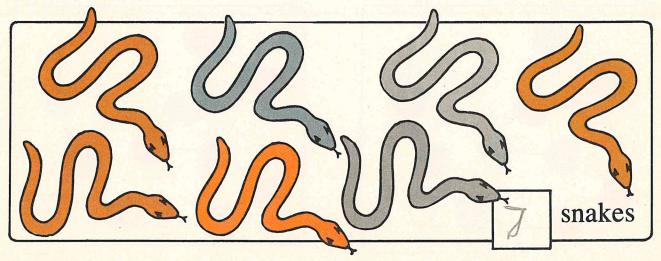


How many in each set?

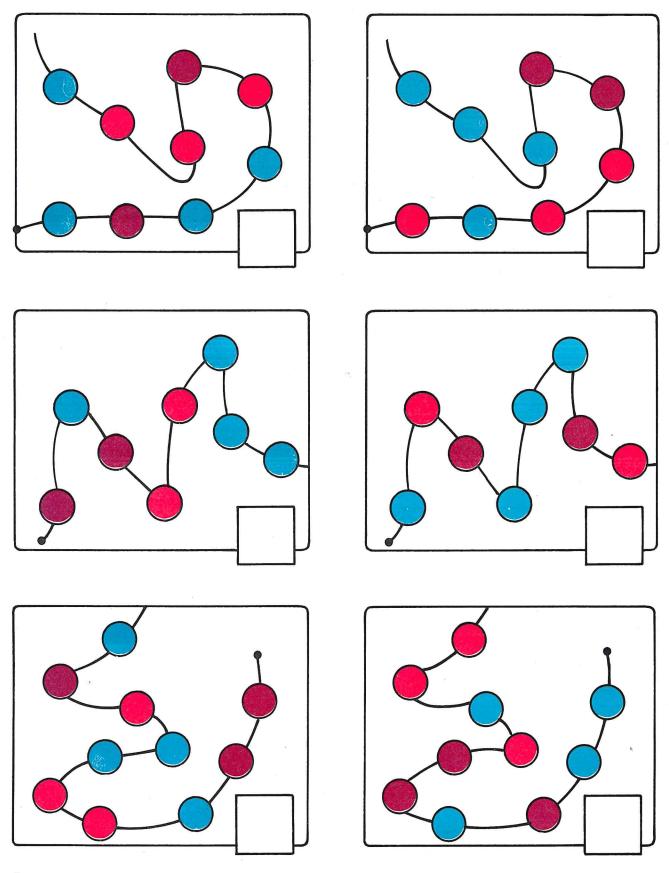








How many beads?



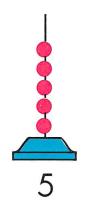
8 (eight)

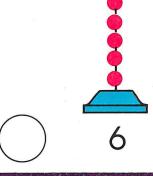
Cardinal number Numerals

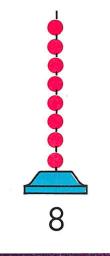
Name_ is greater than is less than < or >?

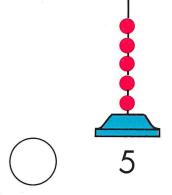
Introduction of < and >

< or >?

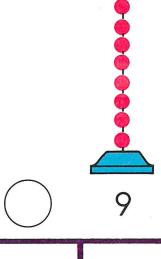




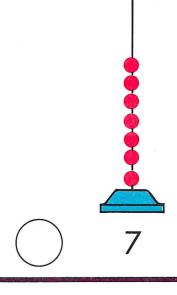








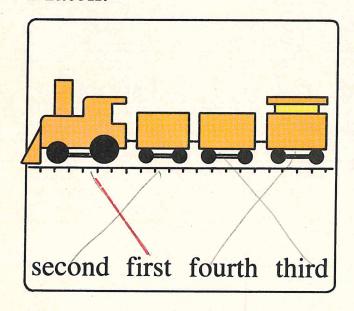


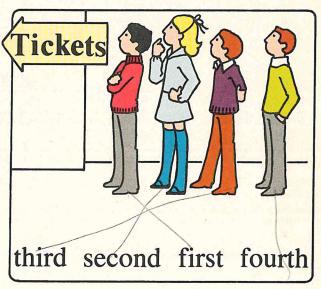


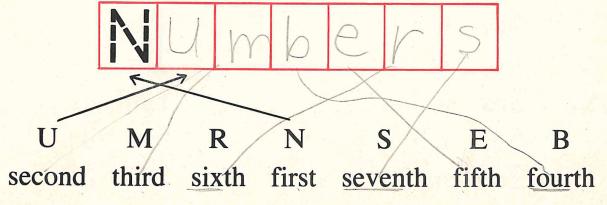
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Match.



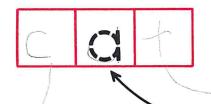




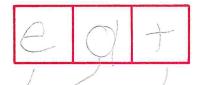
Ordinal numbers

(thirteen) 13

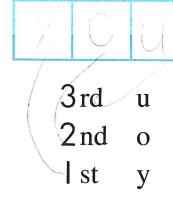
What are the words?

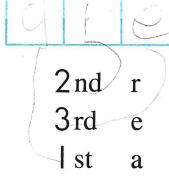


second letter a first letter c third letter t



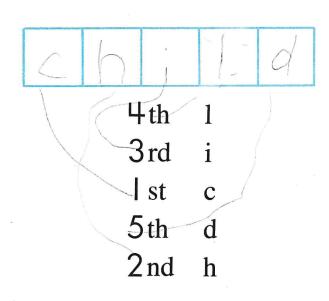
third letter t first letter e second letter a







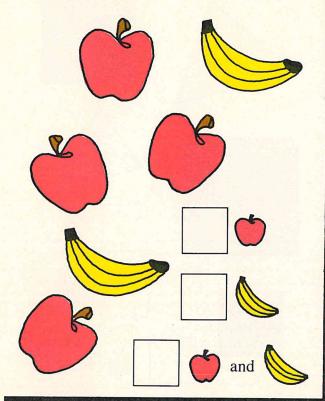
4th r
I st s
3rd a
5th t
2nd m

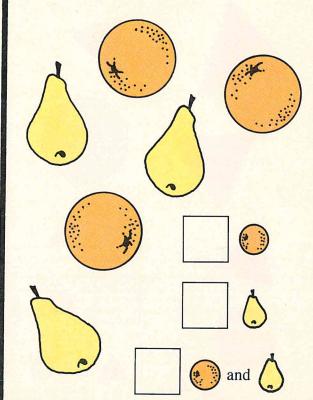


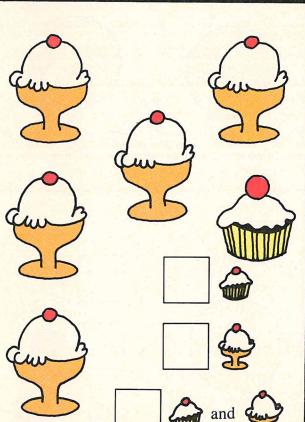
14 (fourteen)

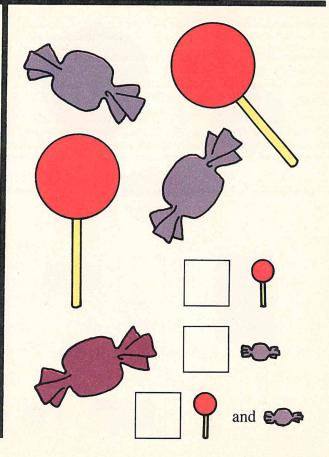
Ordinal numbers

Count.



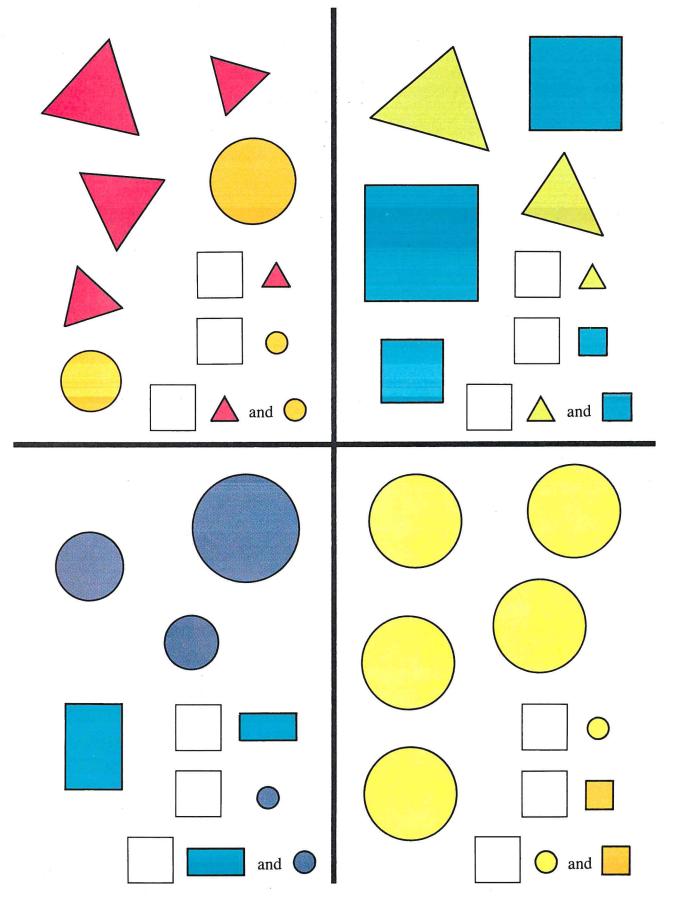






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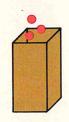
Count.



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Fill in each \square .

Put in



Put in



How many in all?





Put in

3



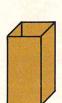




more



How many in all?

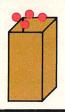


plus



equals









plus



equals

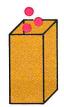


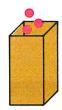


Fill in each \square .

plus

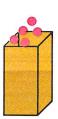
equals





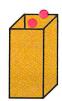




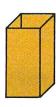






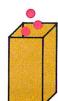










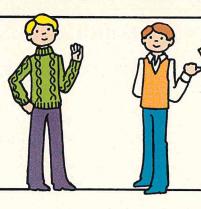




18 (eighteen)

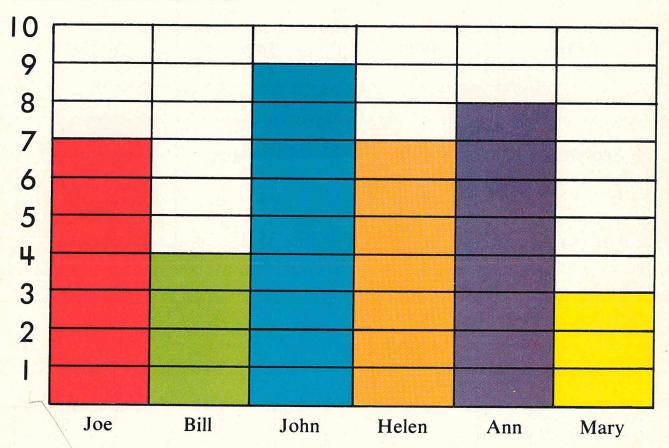
Introduction of + and =

I live 4 blocks from school.



I live farther from school. I live 7 blocks from school.

Blocks from school



How far does each child live from school?

Joe: ____ blocks

Bill: ____ blocks

John: ____ blocks

Helen: ____ blocks

Ann: ____ blocks

Mary: ____ blocks



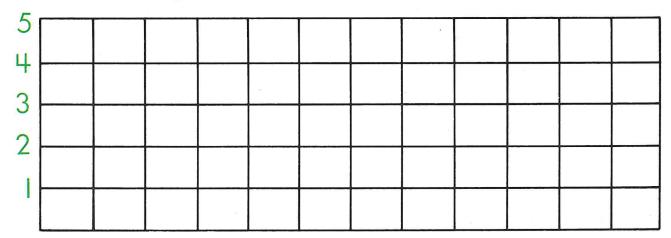
Ask each child in your class for the month of his birthday.

Make tally marks in the boxes.

February	March	April	
	÷	۵	
June	July	August	
		v	
October	November	December	
	June	June July	

Make a graph.

Number of birthdays



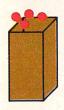
Jan. Feb. Mar. Apr. May June July Aug. Sept. Oct. Nov. Dec.

30 (thirty)

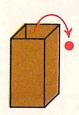
Fill in each \square .

Put in

4



Take out



How many left?



Put in

6



Take out

4



How many left?





minus



equals





minus

equals









Fill in each \square .

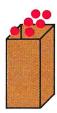
6

minus

3

equals

3

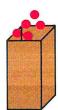


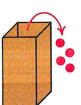
5

4

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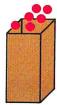


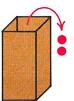


6

2





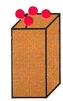




Ц

7







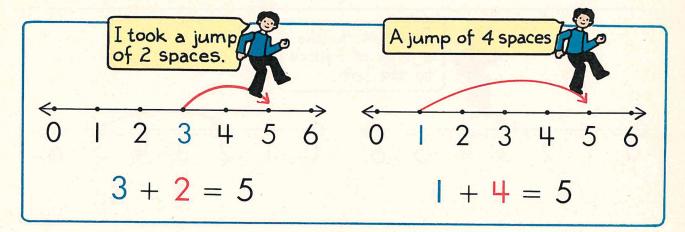


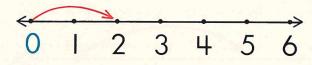
32 (thirty-two)

 ${\bf Subtraction}, - {\bf and} =$

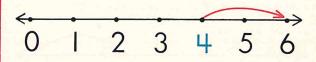
Study the number-line picture.

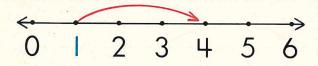
Then fill in the \square .

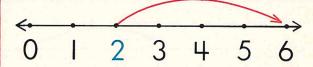


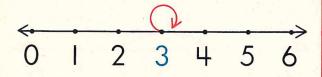


$$0 + 2 =$$



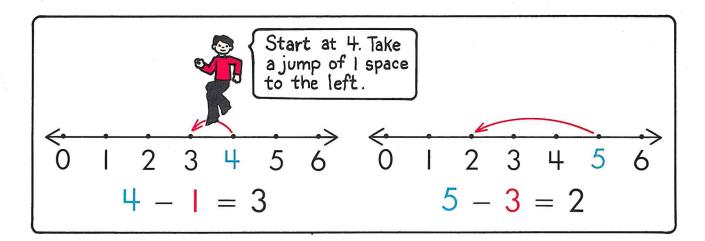


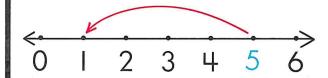


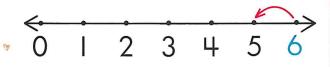


Study the number-line picture.

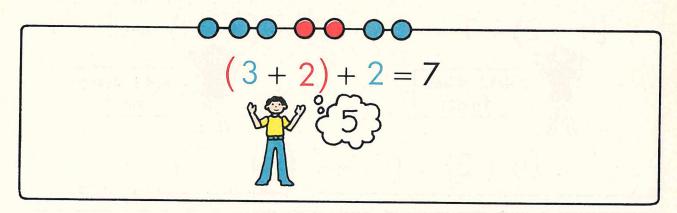
Then fill in the \square .



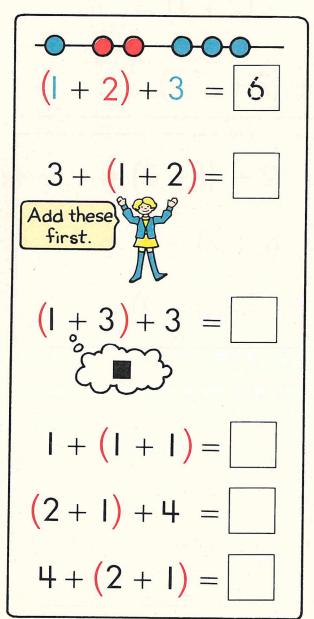


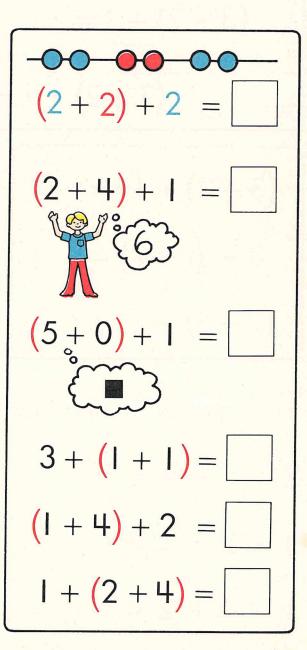


Name_____



Fill in each \square .





Fill in each \square .

$$(4+2)+1=$$
 $4+(2+1)=$
Add these first.

 $(4+2)+1=4+(2+1)=$

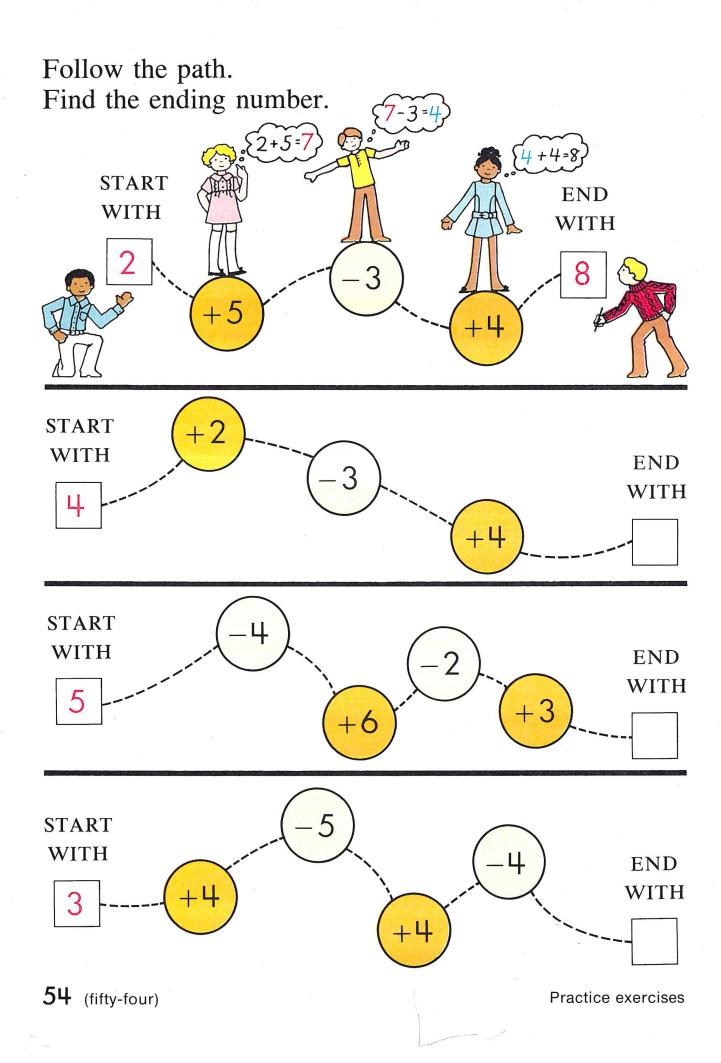
$$(3+2)+1=$$
 $3+(2+1)=$ $(3+2)+1=3+(2+1)$

$$(3+2)+1 =$$
 $2+(1+3) =$ $(1+2)+3 =$ $(2+3)+1 =$ $1+(3+2) =$

You can add in any order.

48 (forty-eight)

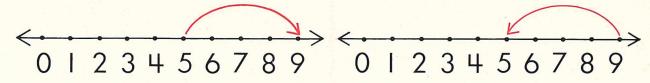
Name			
Who am I?			
You get 5 when	You get 7 when you		
you add me to 4.	{ subtract me from 10.		
The sum is 8 when	You get 4 when you		
you add me to 3.	subtract 2 from me.		
You get 5 when you	You get 2 when you		
(subtract me from 5.	subtract 0 from me.		
When you add me to 3,	The sum is 8 when you		
the sum is 7.	(add me to myself.		
neadline	John's story:		
*NUMBER NEWS	I had 6 marbles.		
6+2=8	Bob gave me 2		
	more. Now I have		
Can you tell a story?	8 marbles.		
Sums to 10	(fifty-three) 53		

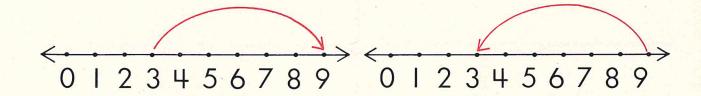


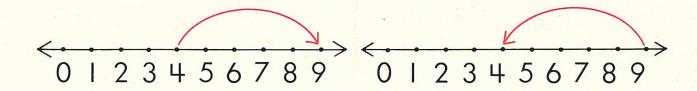
Name_____

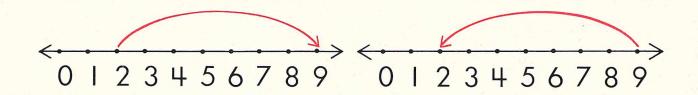
Study the number line picture.

Then fill in the \square .









Fill in each \square .

$$9 - 7 =$$

$$8 - 3 =$$

Name

Loop ways of writing the number.

$$3 + 2$$





Ways of writing 7.



$$9 + 0$$

$$1 + 8$$

$$6 + 2$$

$$5 - 4$$

6

$$9 - 3$$

$$3 + 3$$

$$5 + 0$$

4

$$4 + 3$$

$$7 - 3$$

$$2 + 2$$

$$9 - 5$$

$$2 + 2$$

$$0 + 0$$

3

$$9 - 6$$

$$5 - 3$$

$$8 - 3$$

$$I + I + I$$

8

$$7 + 1$$

$$4 + 5$$

$$2 + 2 + 3$$

5

$$4 + 3$$

$$8 - 3$$

$$2 + 3$$

$$9 - 5$$

Add or subtract.

$$\frac{3}{+6}$$

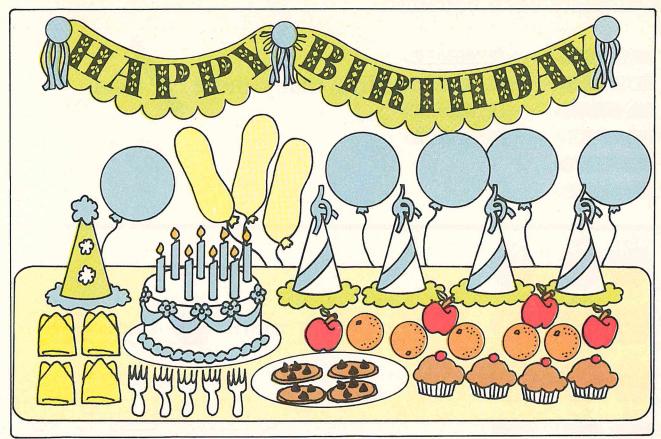
$$\frac{0}{8}$$

$$+\frac{4}{2}$$

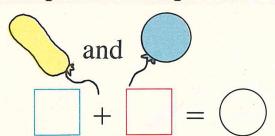
$$| + | = 7$$

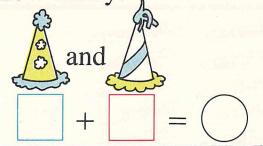
Watch the signs.

Name.

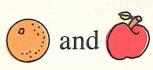


Complete the equation to tell how many.

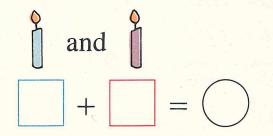




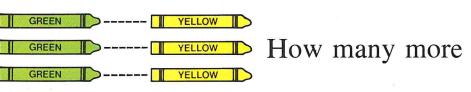


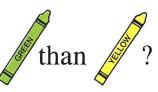


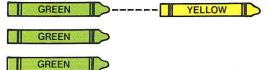


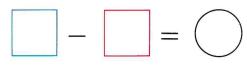


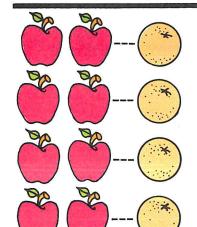
Complete each equation.









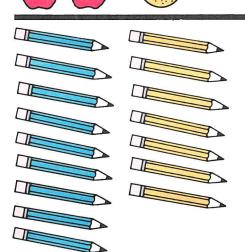


How many more



than



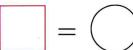


How many more



than















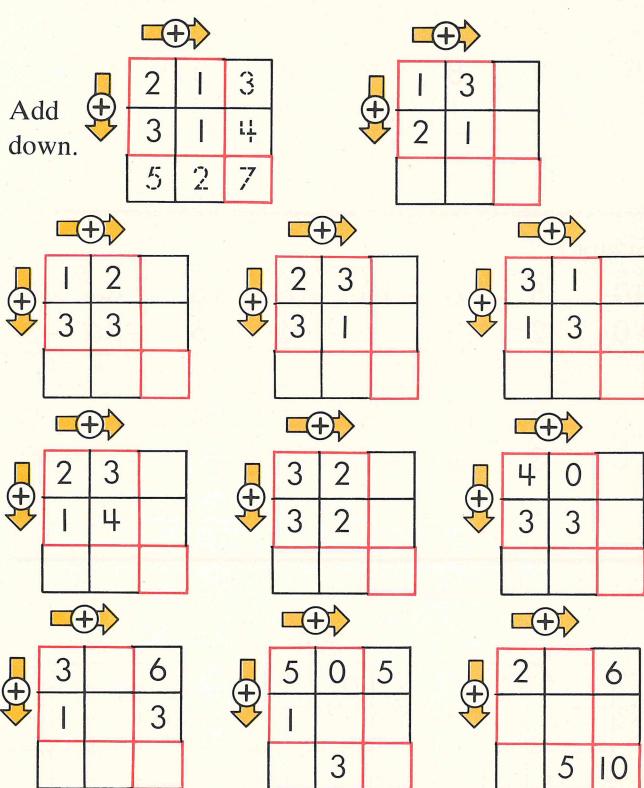
How many more than (o





Complete the addition boxes.

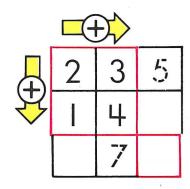
Add across.

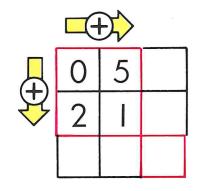


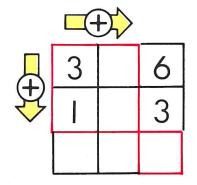
Add.

Subtract.

Complete the addition boxes.







Penny

Nickel

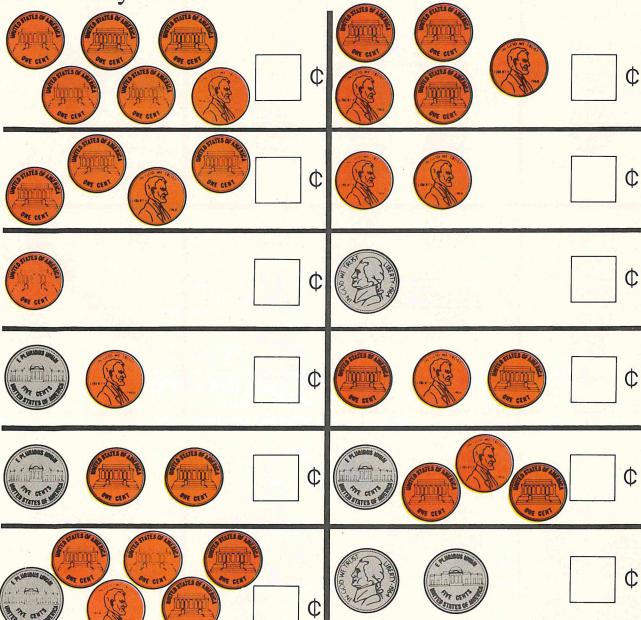


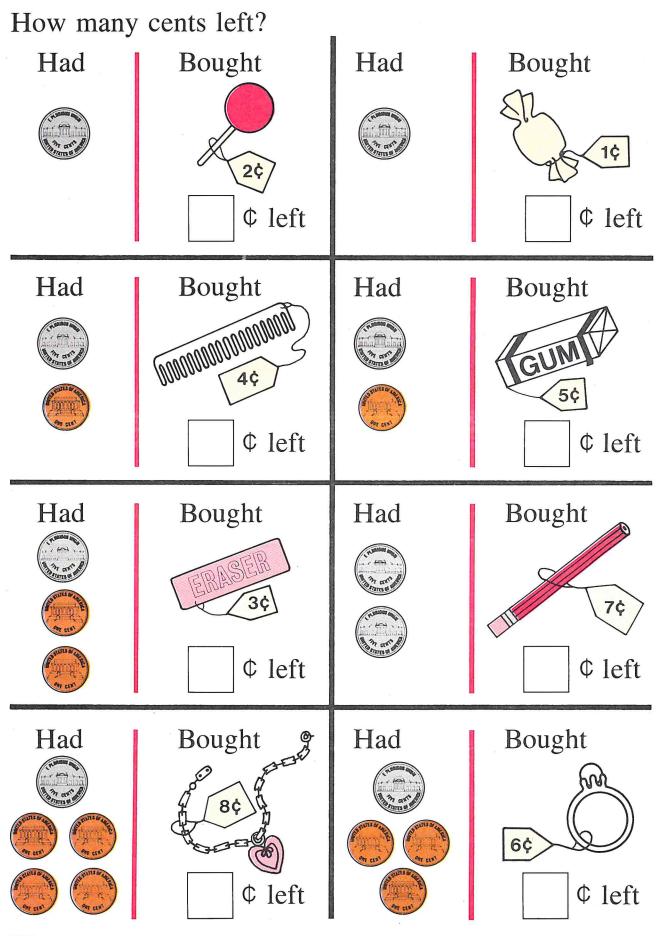
cent | ¢

STATES OF THE ST

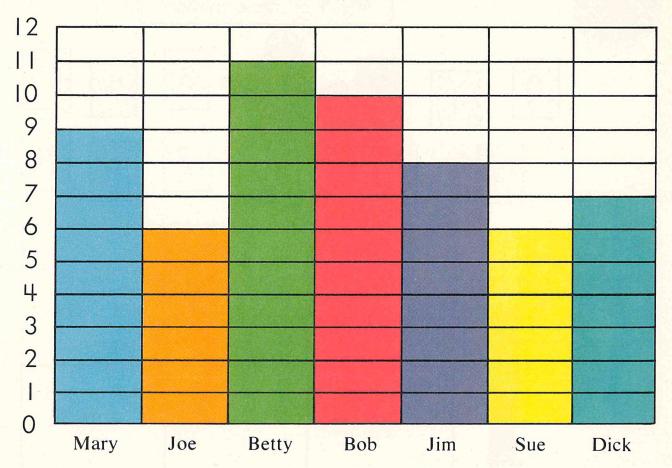
5 cents 5 ¢

How many cents?





Books Read



Who has read | | books?

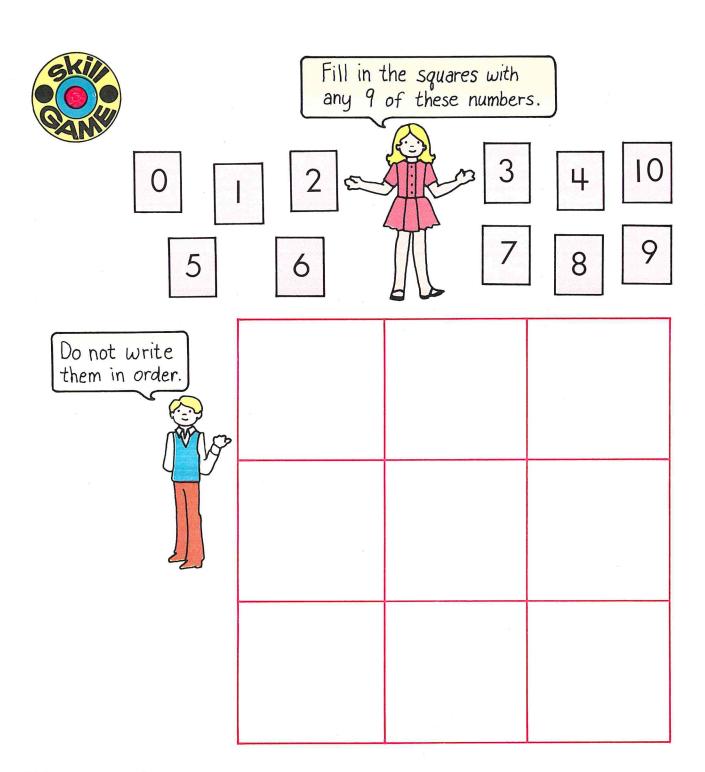
Two people have read the same number of books. Who are they?

Joe wants to read 10 books. How many more will he need to read?

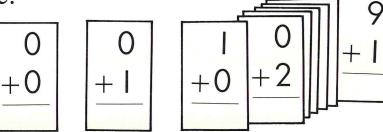
How many children have read fewer books than Dick?

Reading a graph

(seventy-one) 7 I

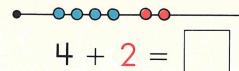


Your teacher will explain the game.



CHECKUP

Complete each equation.



10 - **4** =

Add.

Subtract.

How many cents?























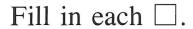
How many teeth are you missing?

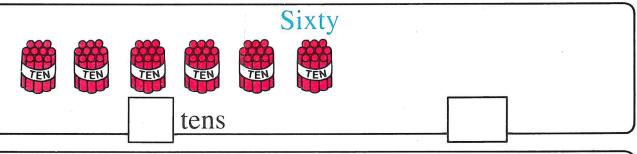
Write each classmate's name in the right box.

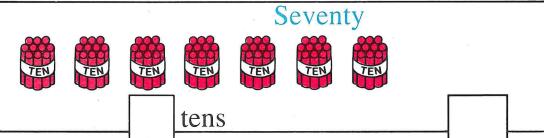
O teeth missing	l tooth missing	2 teeth missing
3 teeth missing	4 teeth missing	5 teeth missing
,		
6 teeth missing	7 teeth missing	Vou may wich

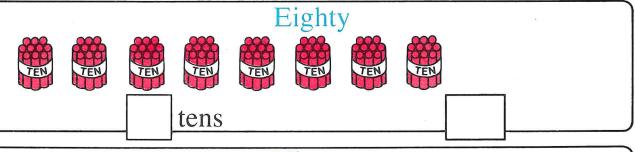
You may wish to show what you found on a bar graph.

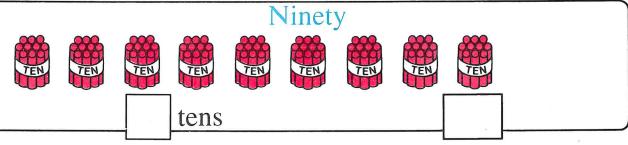
Name
Fill in each □.
Ten
ten
Twenty
tens
Thirty
tens
Forty Forty
tens
Fifty
tens

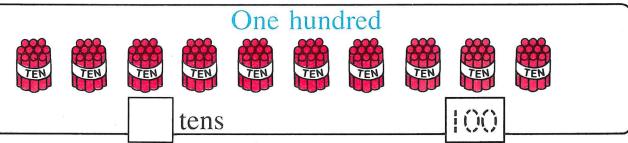


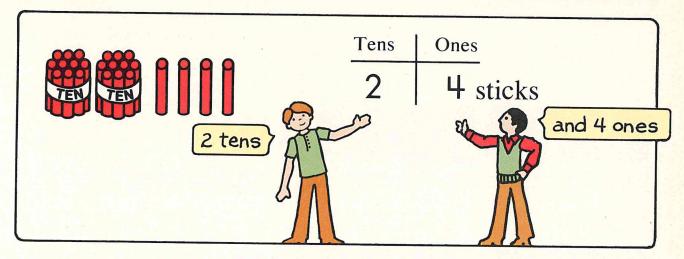






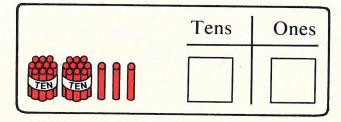






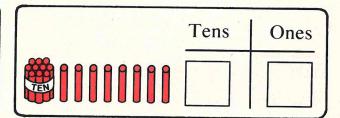
How many sticks?

Fill in each table.



Tens	Ones

TEN TEN	Tens	Ones

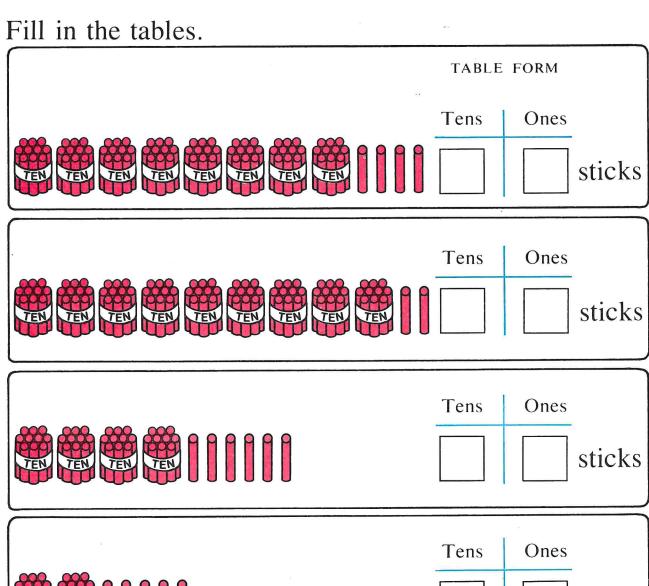




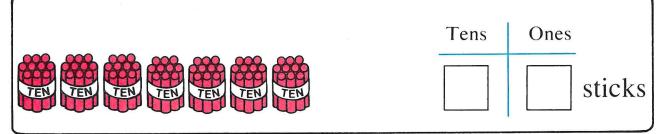
Tens	Ones			

|--|--|--|--|--|--|--|--|

Tens	Ones
	0







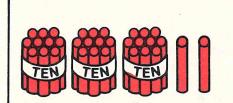
N	2	m	10
1 /	а	11	10
-		5 50	

TABLE FORM

STANDARD FORM

Tens	Ones
2	4 sticks

24 sticks



Tens	Ones

A	A	A	A	A	9

Tens	Ones

- 1

000									
	9	9	9	9	9	9	9	9	9
WEN.	U	U			U	U		U	

Tens	Ones

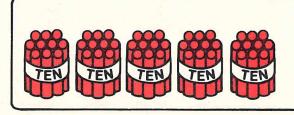
1 -			
	- 0	2	
- 1			

	 _	_	_
-1			Т
1			1
1			1
1			١

000	000	000	000	

Tens	Ones

1	- 1	
1	- 1	



Tens	Ones

		- 1	
1		- 1	

Loop the correct number of sticks.

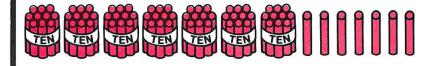
35



46



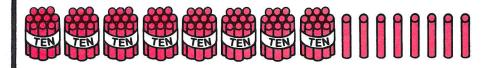
53



84



61



70



9

8

6

7

8

5

-2

-4

– l

-3

-5

-6

Fill in the table.

	2	3							10
e.	12				ž			19	
		23					28		
			34			37			
				45	46				
			×	55	56				
			64			67			
		73					78		
	82							89	
91	-								100

IKEEPING SKILLS SHARP

Name

Color the boxes.

Count by 2's.

	2	3	4	5	6	7	8	9	10
-11	12	13	14	15	16	17	18		

Count by 3's.

	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27			

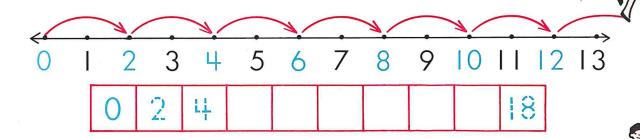
Count by 5's.

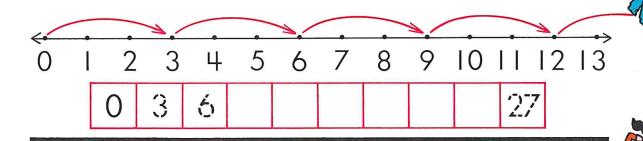
	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45					

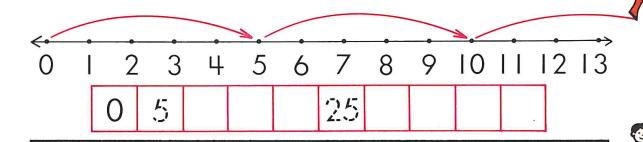
Count by 10's.

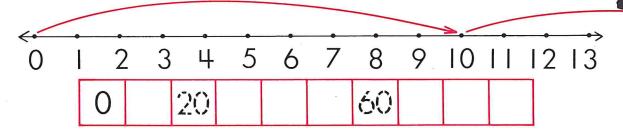
2	3	4	5	6	7	8	9	10
12	13	<u></u>	15	16	17	18	19	20

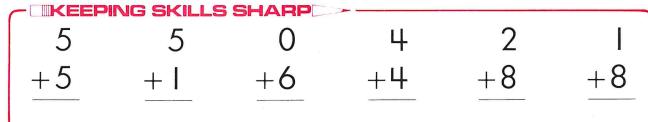
Complete each skip-count table.











Name_

STANDARD **FORM**

EXPANDED FORM

WORDS

1111 24

20 + 4

twenty-four

Fill in the table.

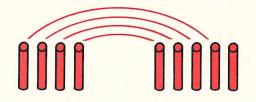
Tens and ones—expanded form

	7	
STANDARD FORM	EXPANDED FORM	WORDS
35		thirty-five
47		forty-seven
	50 + 1	fifty-one
	80 + 2	eighty-two
93		ninety-three
16		sixteen
П		eleven
	90 + 4	ninety-four
		fifty-eight
		sixty-nine
		seventy-six

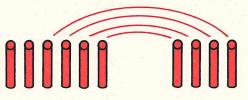
Start at 10.

Connect the dots.





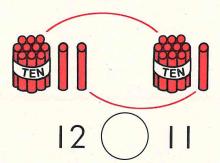
4 < 5 is less than

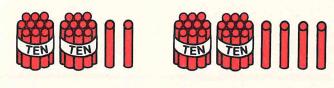


6 > 4

is greater than

Write the sign, < or >.





22 () 24



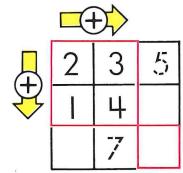
Can you tell a story?

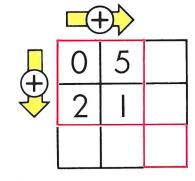
IKEEPING SKILLS SHARP

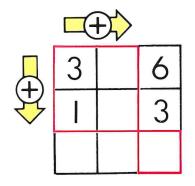
Add.

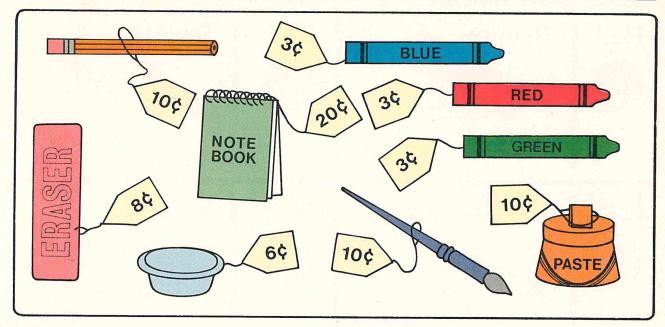
Subtract.

Complete the addition boxes.

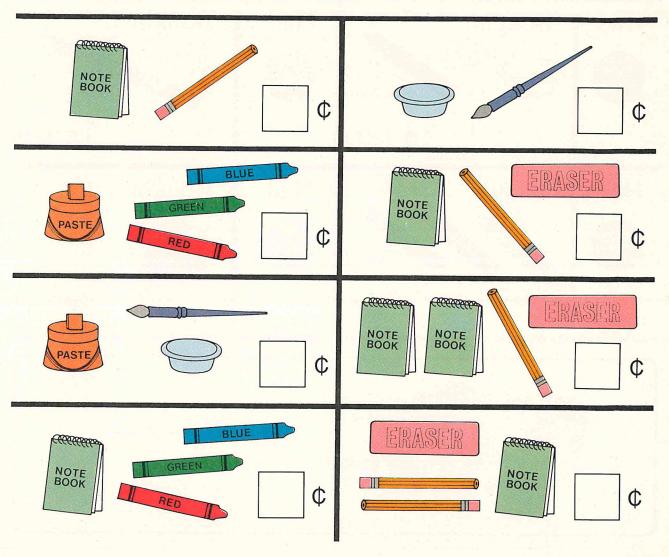




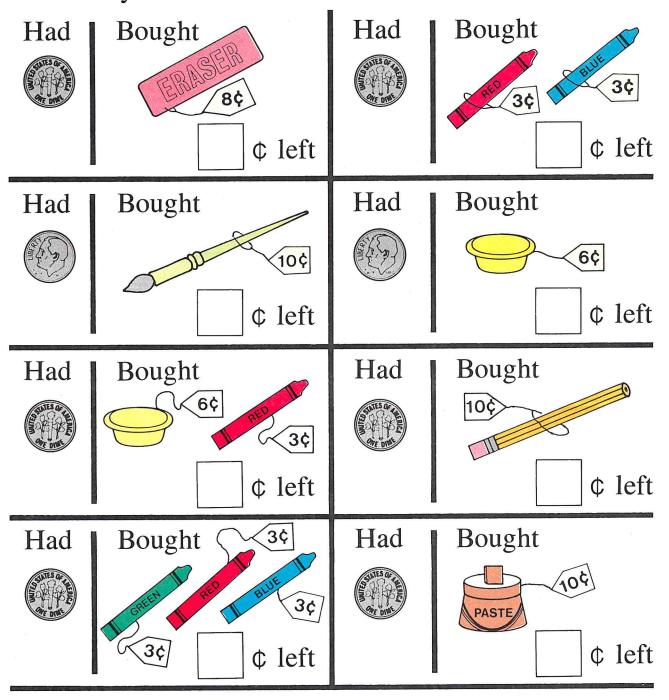




How much would these cost?



How many cents left?





Tell a story.

Fill in each \square .

Count by 10's.

∭ → 3

6

16

86

5, 15, , , 45, , , , ,

What is 10 more?

10, 20

50, ____

3, ____

42, ____

71, ____

82, ____

49, ____

56, ____

74, ____

61,____

70, ____

18, ____

What is 10 less?

8, 18

____, 36

____, 51

____, 93

____, 88

____, 50

____, 10

____, 26

____, 68

____, 91

____, 40

____, 16



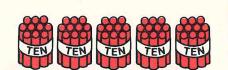
Tell a story.

Fill in each



tens

20



tens

Match.

10, 20 30 40 50 60 70 80

FORM

STANDARD EXPANDED

90

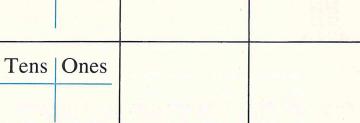
FORM

twenty thirty ten forty seventy fifty sixty ninety eighty

TABLE

Complete.
000, 000, 000, 000

FO	RM
Tens	Ones



Fill in each .



38

39



41



81

How many cents?



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1
Ψ



Copy this month's calendar.



w 1		•			-
Look	at	the	calendar	VOII	made.
			0 001 0 11 00 001	100	

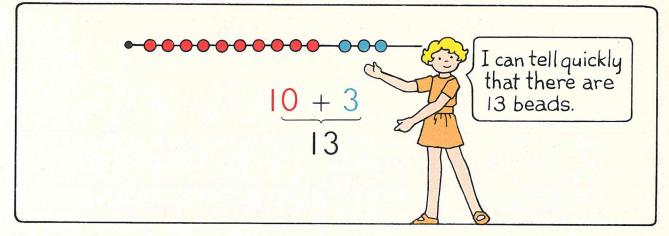
Tell how many.

Mondays	School days
Wednesdays	Vacation days
Saturdays	Holidays

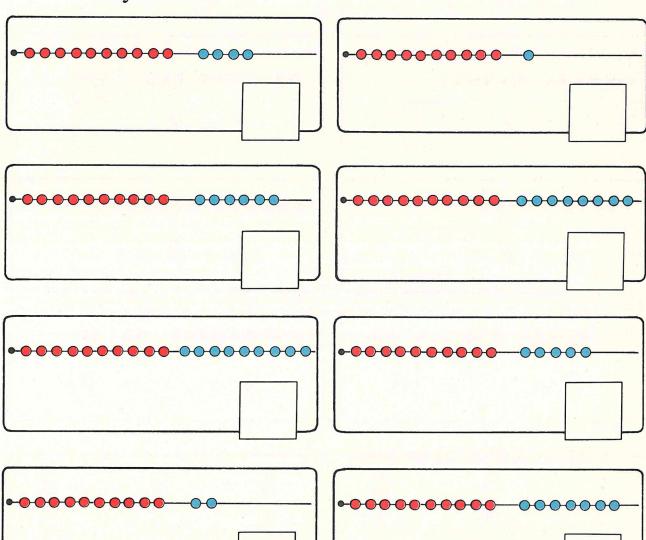
96 (ninety-six)

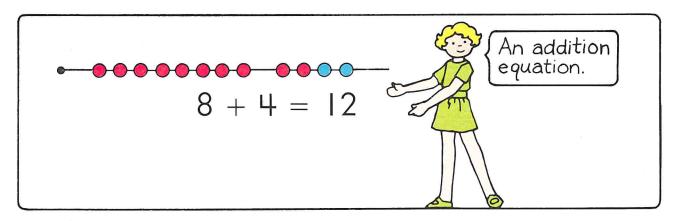
Calendar

There are always 10 red beads.



How many beads?





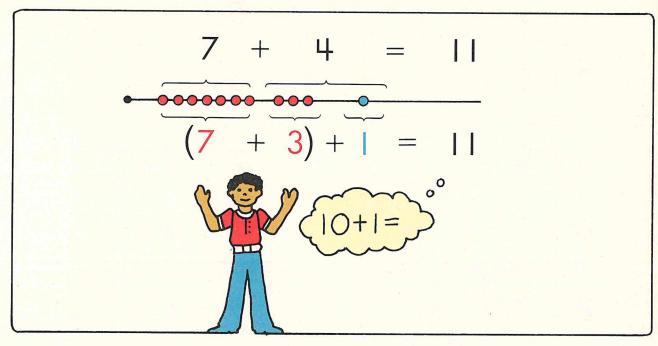
•••••

•••••

IIKEEPING SKILLS SHARP

Name____

There are 10 red beads.



Complete the equations.

$$(3+7)+1=$$

$$2 + 9 =$$
 $(2 + 8) + 1 =$

$$4 + 7 =$$
 $(4 + 6) + 1 =$

$$5 + 6 =$$
 $(5 + 5) + 1 =$

$$8 + 3 =$$
 $(8 + 2) + 1 =$

$$| = 3 + 7$$

$$| = 3 + 8$$

$$9 + 1 = |$$

$$= 2 + 7$$

KEEPING SKILLS SHARP

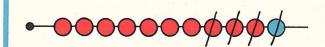
$$-3$$

$$-8$$

10



There are 9 beads left.



$$11 - 3 =$$

$$11 - 5 =$$

$$11 - 7 =$$

$$11 - 9 =$$

$$11^{6} - 6 =$$

$$11 - 5 =$$

$$8 + | = 1 |$$

$$3 + | = 1 |$$

$$11 - 7 =$$

$$9 + | = 1 |$$

$$11 - 9 =$$

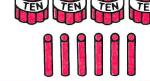
$$2 + | = | = | |$$

$$|1 - 2| = |$$

Subtract.

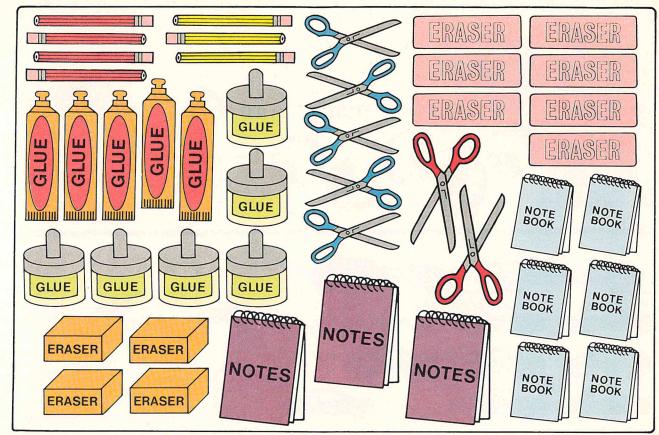
IKEEPING SKILLS SHARP



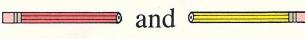


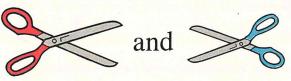


sticks

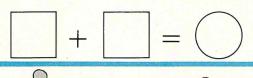


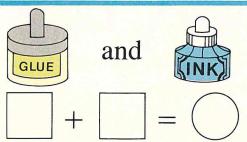
Complete the equation to tell how many.

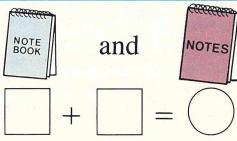




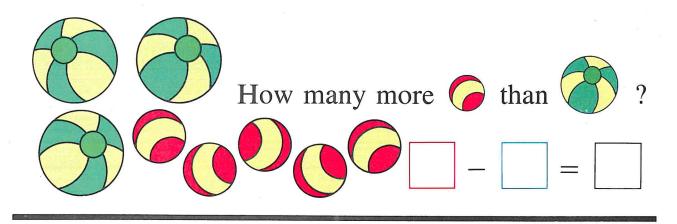


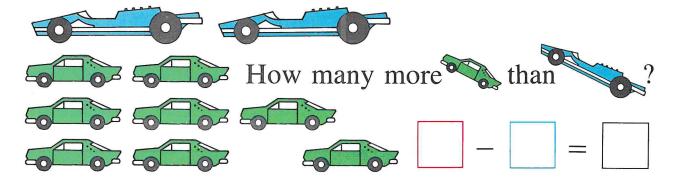


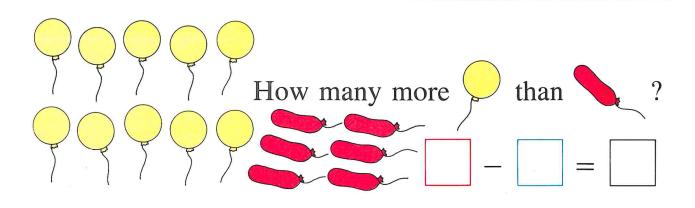


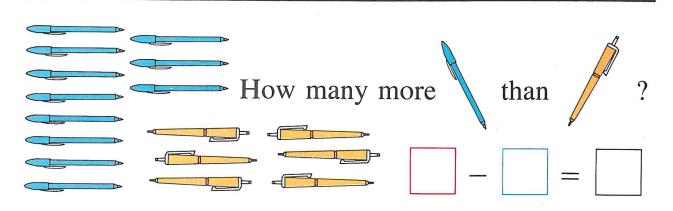


Complete each equation.









Name_

Remember that there are 10 red beads.

$$6 + 6 = 12$$

$$(6 + 4) + 2 = 12$$

Complete the equations.

$$(7+3)+2=$$

$$(8 + 2) + 2 =$$

$$(3+7)+2=$$

$$(5+5)+2=$$

$$(9 + 1) + 2 =$$

$$(4+6)+2=$$

Complete the equations.

$$7 + 5 =$$

$$= 3 + 8$$

$$| = 3 + 9$$

$$= 4 + 7$$









¢











Complete these equations.

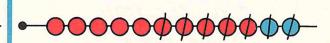


$$12 - 4 = 8$$

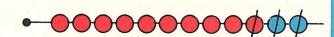


There are 8 beads left.

$$12 - 5 =$$



$$12 - 7 =$$







$$12 - 6 =$$

Fill in each \square .

$$12 - 7 =$$

$$9 + | = 12$$

$$3 + | = 12$$

$$12 - 3 =$$

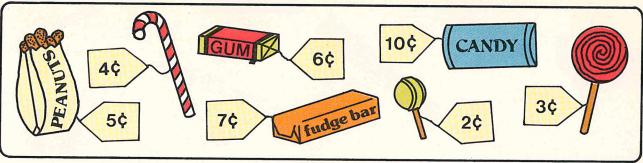
$$8 + | = 12$$

$$4 + \boxed{} = 12$$

$$6 + \boxed{} = 10$$

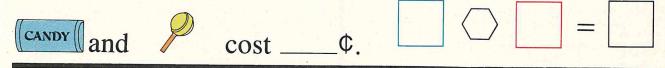
Subtract.

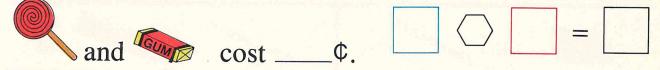
Name_

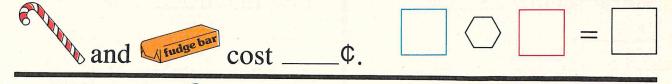


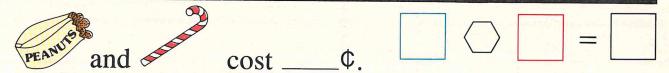
First fill in the ____.
Then write an equation.

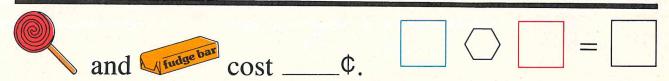
cost <u> </u> ¢.	5	(±) 6] = [I
	AND DESCRIPTION OF THE PARTY OF		STATE OF THE PARTY OF

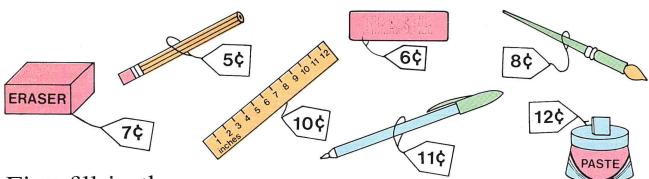








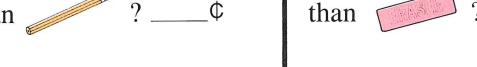




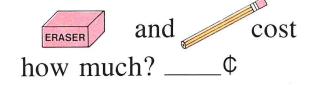
First fill in the ____.

Then write an equation.

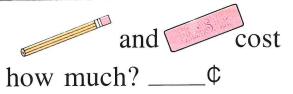
How much more is than ? _____¢







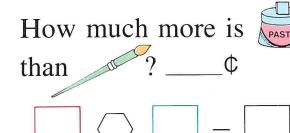




How much more is

How much more is than PRASER ?





There are 10 red beads.

$$\frac{7 + 6}{(7 + 3) + 3} = 13$$

Fill in each \square .

$$(5 + 5) + 3 =$$

$$(7 + 3) + 3 =$$

$$(6 + 4) + 3 =$$

(8 + 2) + 3 =

4 + 9 =

(4 + 6) + 3 =

9 + 4 =

(9 + 1) + 3 =

8 + 5 =

Complete the equations.

$$4 + \boxed{} = 12$$

$$9 + | = 12$$

$$9 + 4 = 1$$

$$6 + 5 = \boxed{}$$

$$5 + | = 12$$

KEEPING SKILLS SHARP

Complete the equations.



$$13 - 6 =$$

$$13 - 7 = \boxed{}$$

$$13 - 8 =$$

$$|3 - | = 5$$

Add.

Complete the addition boxes.





2	3	5

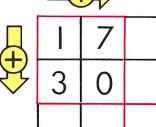




196			
	4	0	
7	5	3	

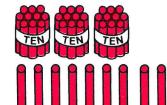








	2	士				
7		6	-			





sticks







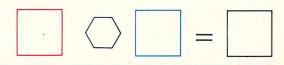
sticks



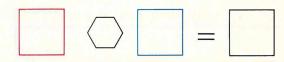
First answer the question.

Then write an equation.

The blue team had 6 boys on it. The red team had 5 boys. How many boys in all? ____



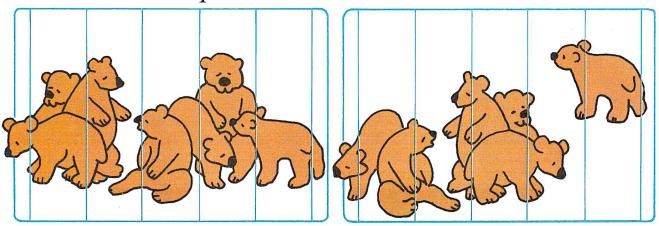
The red team made 9 points. The blue team made 4 points. How many more points did the red team make? ____



There are 6 boys on the blue team. There are 5 boys on the red team. How many more boys are on the blue team than on the red team? ____

Problem solving

First answer the question. Then write an equation.



There were 7 bears in one cage and
6 bears in another cage. How many
bears were there in all? =
In the zoo there were 9 big lions
and 4 baby lions. How many lions
were there in all? =
There were 9 tigers in all. 5 of the
tigers were in one cage. How many
were in the other cage? =
The zoo sold 5 monkeys. Now there
are only 8 monkeys. How many
monkeys were there before?
REEPING SKILLS SHARP

Name.

Complete the equations.

$$(5+5)+4=$$

$$(9 + 1) + 4 =$$

Add.

Complete the equations.

$$9 + \boxed{} = 12$$

$$9 + | = 13$$

$$| + 6 = 12$$

$$+ 6 = 13$$

$$+ 9 = 14$$

$$+ 8 = 13$$

$$+7 = 12$$



Tell a story.

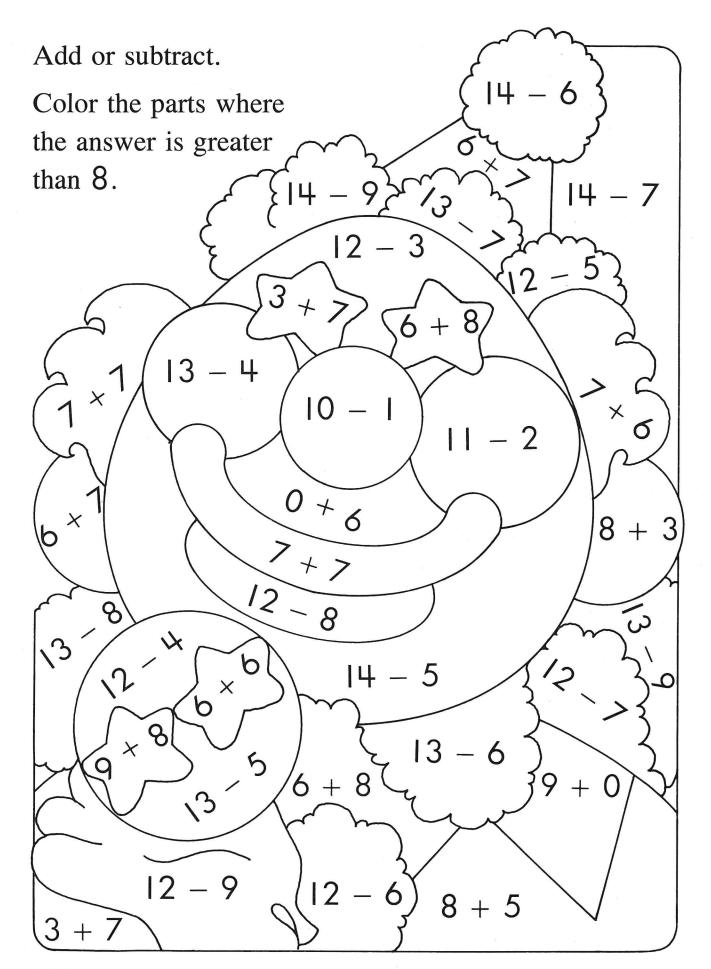
Complete these equations.

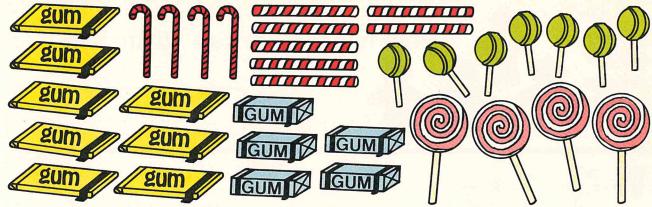


$$14 - 7 =$$

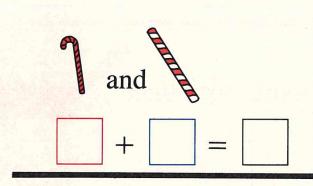
$$14 - 5 =$$

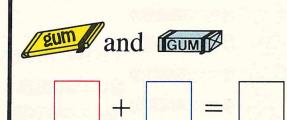
$$14 - 5 =$$

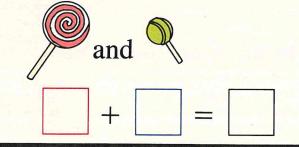


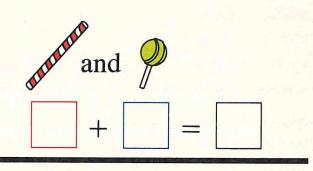


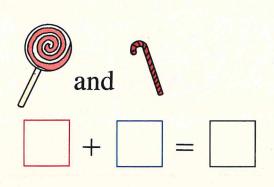
Complete the equation to tell how many.

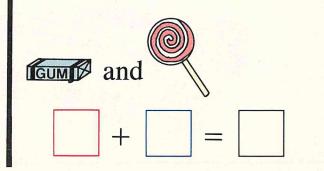












Complete each equation. How many more 🝩 than How many more than How many more 🕜 than How many more em than neadline... Tell a story.

Complete the equations.

$$(7+3)+5=$$

$$(8+2)+5=$$

$$(9+1)+5=$$

Add.

Complete the equations.

$$(9 + 1) + 6 =$$

$$(7 + 3) + 6 =$$

8 + 8 =

$$(8 + 2) + 6 =$$

$$9^{4} + 7 = 0$$

$$8 + 7 = \boxed{}$$

$$8 + 7 = \boxed{}$$

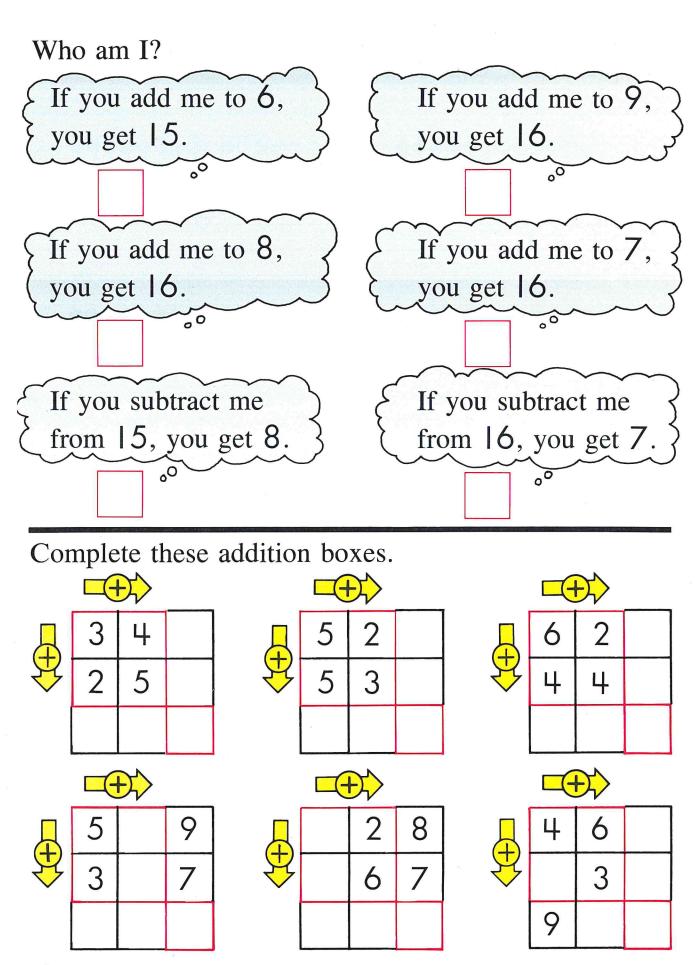
IKEEPING SKILLS SHARP

Complete these equations.

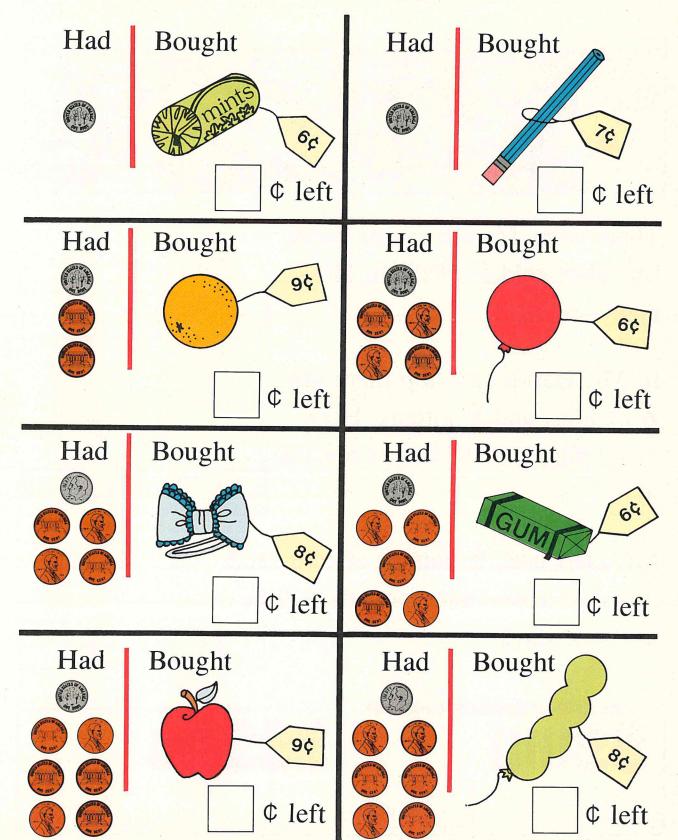




$$6 + \boxed{} = 15$$

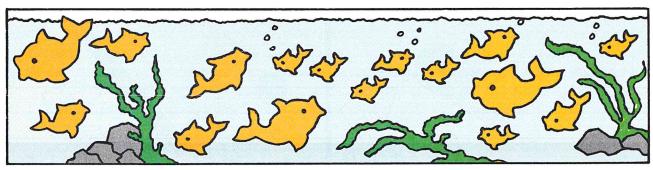


How many cents left?



First answer the question.

Then write an equation.



The state of the s	
There were 16 fish in one bowl.	
Mr. Hart sold 8 of them. How	
many are left?	
•	
In Mr. Hart's pet shop there are	
7 puppies and 9 kittens. How	
many puppies and kittens are the	r <u>e</u>
in all?	
Mr. Hart uses 6 pounds of bird	seed
in a day. How many pounds will	he
use in 2 days?	
CIIKEEPING SKILLS SHARP	
sticks	sticks

Name_____

Complete the equations.

$$(9 + 1) + 7 =$$

-0000000-0000000

$$(8+2)+7=$$

$$9 + 9 = \boxed{ }$$

$$(9 + 1) + 8 =$$

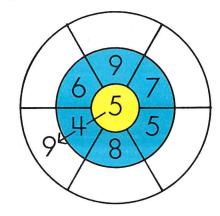
$$9 + 9 = \boxed{}$$

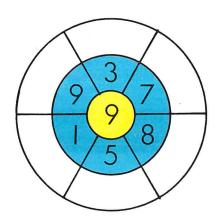
$$9 + 7 =$$

Add.

$$\begin{array}{ccc} 9 & 9 \\ +5 & 5 \\ \hline & +1 \end{array}$$

Complete the addition wheels.









Complete these equations.

•••••••

Subtract.

Here is a secret code.

0	I	2	3	4	5
y	b	n	h	С	e

6	7	8	9	10	11
a	W	O	t	g	m



12	13	14	15	16	17	18
q	n	1	i	d	V	f

Read the message.

10	3	8	12
-7	+3	+9	-7

4	15	8	10
+6	-7	+6	+6

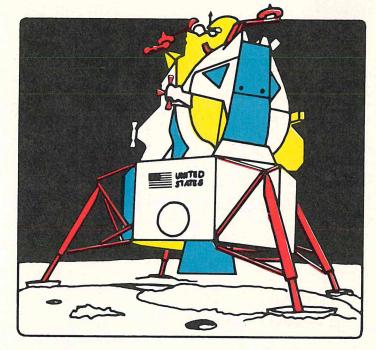


Tell a story.

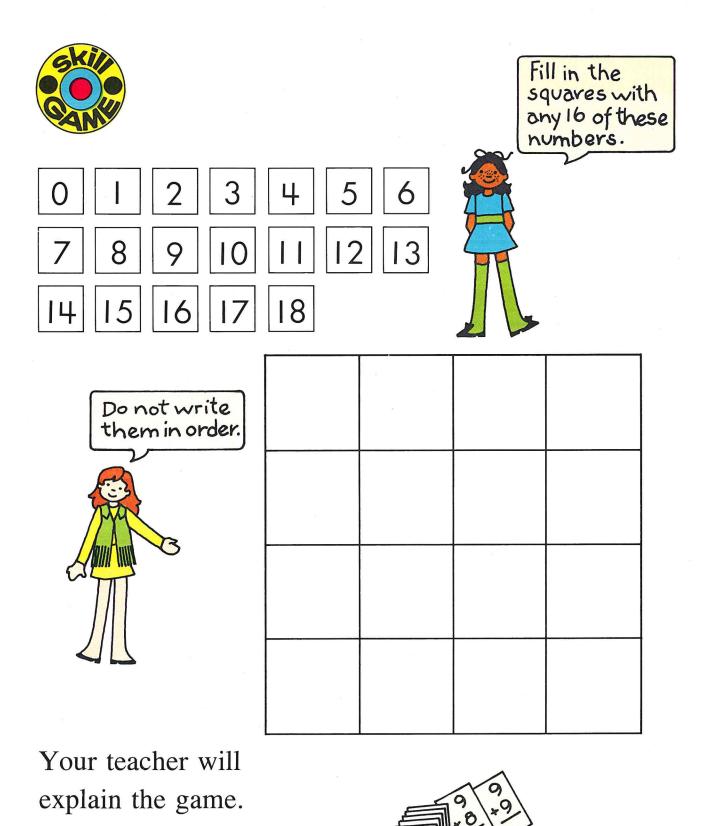
Here is another code.

8	9	10	11
1	h	n	e

15	16	17	18
g	S	a	d



6	8	9	12	10
+5	+9	+6	-4	+1



134 (one hundred thirty-four)

Game—addition practice

Name.

CHECKUP

Complete these equations.

$$9 + \boxed{} = 17$$

$$8 + \boxed{} = 17$$

$$17 - 8 =$$

Add.

Subtract.

Write an equation. Answer the question.

Mary had 8 pencils. She gave her sister 3 of them. How many pencils did Mary have then?

Mary had 8 pencils. Her sister gave her 3 more pencils. How many pencils did Mary have then?



136 (one hundred thirty-six)



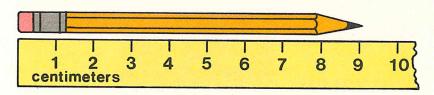
It is 11 paces wide.

Project-measurement

١.	Measure your classroom.
	paces long paces wide
2.	Now use your shoe.
	shoes long shoes wide
3.	Which question has larger answers,
	question or question 2 ?
4.	Why did you get different answers?
5.	Use your pencil to measure your classroom.
	pencils long pencils wide
6.	Did all the children have the same
	answers to question 5? Why?

The centimeter is a unit for measuring length.

This mark is | centimeter long. ____



The pencil is between 9 and 10 centimeters long.

The pencil is about 9 centimeters long.

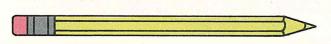
About how long is each picture?

- Company and a committee of the committ

____ centimeters

ERASER

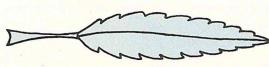
____ centimeters



____ centimeters



____ centimeters



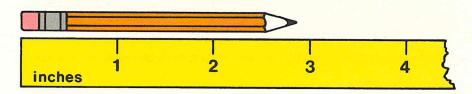
____ centimeters

First guess how long. Then measure. Fill in each \square . Guess: about centimeters centimeters Measure: about Guess: about centimeters centimeters Measure: about Guess: about centimeters centimeters Measure: about Guess: about centimeters Measure: about centimeters

Name_

The inch is a unit for measuring length.

This mark is | inch long. _____



The pencil is between 2 and 3 inches long.

The pencil is about 3 inches long.

About how long is each picture?



__ inches



___ inches



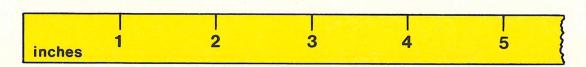
____inches



____ inches



_ inches



First guess how long.

Then measure how long. Fill in each \square .



Guess: about inches Measure: about inches



Guess: about inches Measure: about inches



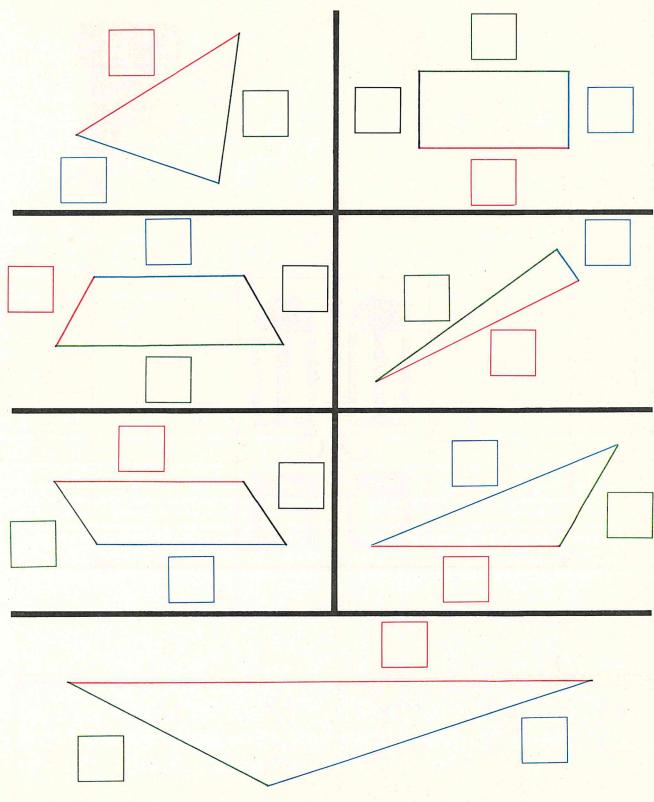
Guess: about inches Measure: about inches



Guess: about inches Measure: about inches

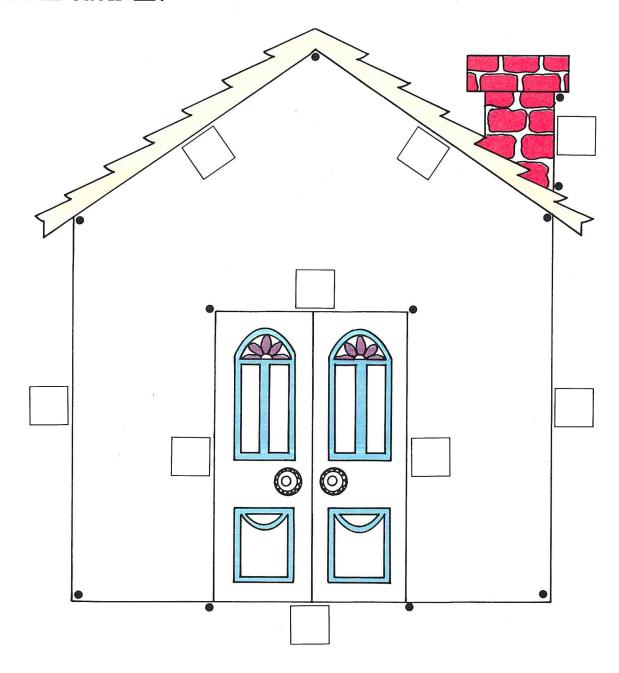
Measure each side in centimeters.

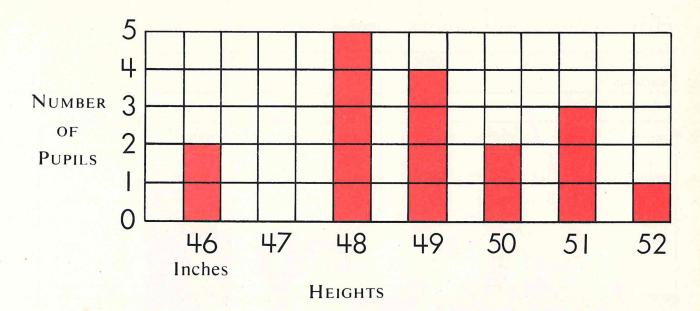
Fill in each \square .



Measure in inches.

Fill in each \square .





How many pupils are 46 inches tall?

How many pupils are 47 inches tall?

How many pupils are 48 inches tall?

How tall is the tallest pupil?

How many children were measured?

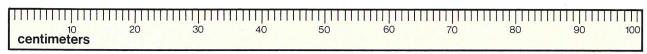


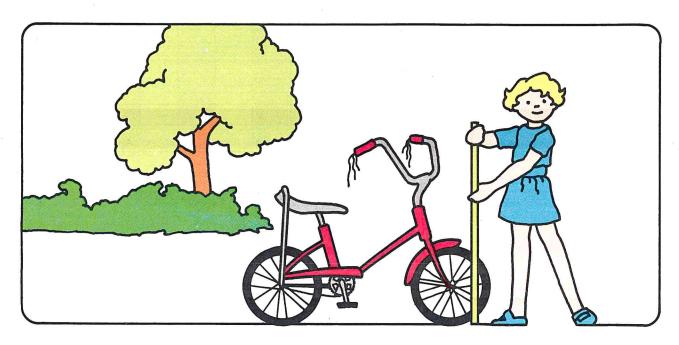
Put a centimeter scale on the wall. Measure the height of some friends. Make a graph.



Get a meter stick.

How many centimeters long is a meter? ____





Make some of these measurements.

T1	C	1
Length	Of	classroom

about meters

Length of playground

about meters

Width of classroom

about meters

Width of playground

about meters



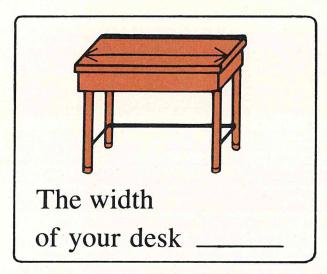
The **foot** is another unit for measuring length.

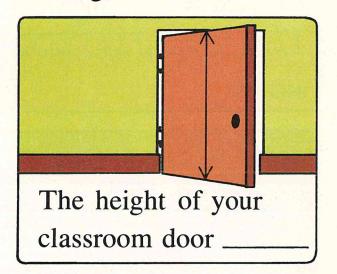
A foot is 12 inches.

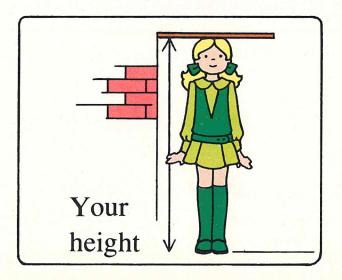
1	2	3	4	5	6	7	8	9	10	11	12
inche	S										

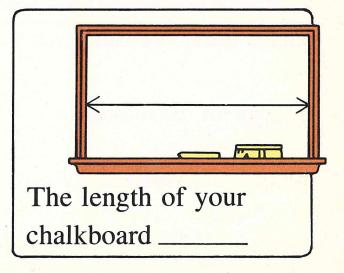


Use a foot ruler. Measure these lengths.









Project

Get a foot ruler.

How many inches long is a foot? _____

- $2 \text{ feet} = \underline{\hspace{1cm}} \text{ inches}$
- $3 \text{ feet} = \underline{\hspace{1cm}} \text{ inches}$

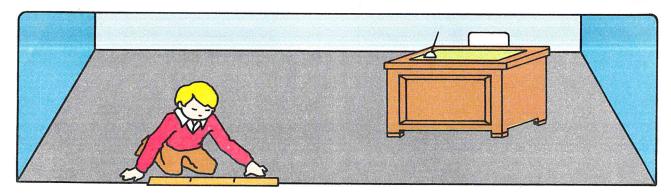
1 2 3 4 5 6 7 8 9 10 11 12 **INCHES**

Get a yard stick.

$$| yard = \underline{ }$$
 feet

$$| yard = \underline{\hspace{1cm}} inches$$

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 **INCHES**



Make these measurements.

Length of	of	classroom
-----------	----	-----------

about yards

about feet

Width of classroom

about yards

about feet

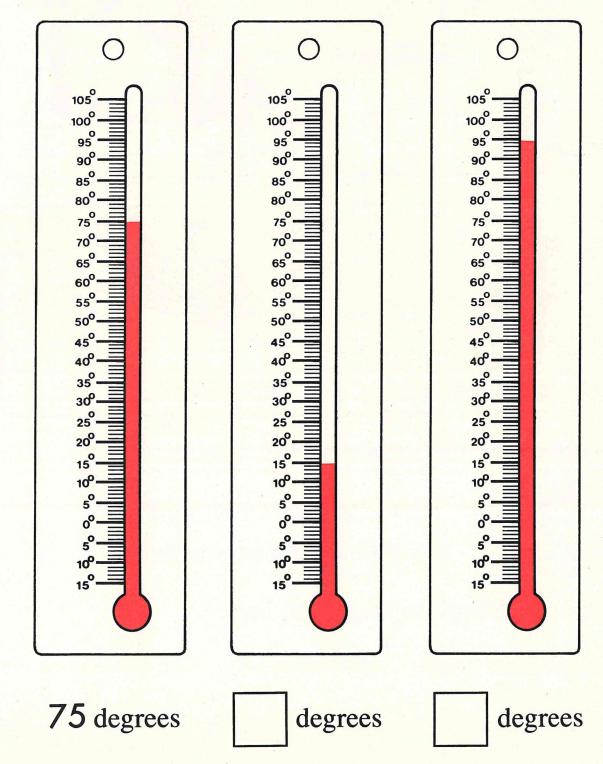
148 (one hundred forty-eight)

Project—measurement

We measure temperature with a thermometer.

The unit we use is the degree.

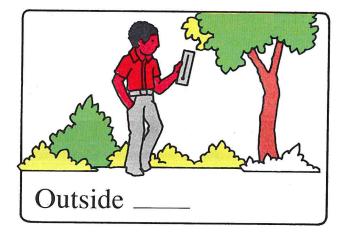
What temperature is shown?

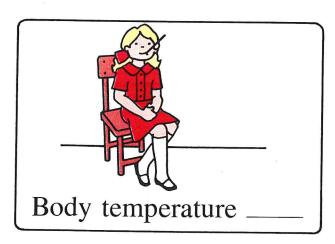


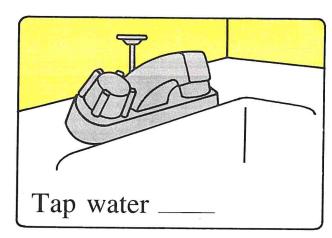


Find these temperatures.











How many different kinds of thermometers can you find?

Look in buildings, newspapers, cars.

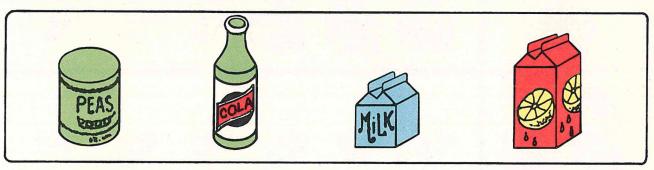


- I. Get a paper cup.
- Projects 2. See how many paper cups of water are needed to fill a |-liter container.
 - 3. How many paper cups of water do you drink in a day? How many liters of water do you drink in a day?



4. How many liters of water do you drink in a week?

Bring some empty cans, bottles, and other containers to school.



Find out how many liters of water each container holds. Get a half-liter container. Find out how many half-liters each container holds.

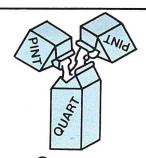
CONTAINER	LITERS	HALF-LITERS
JAR	1	2



2 cups make | pint.



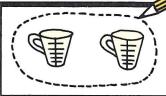
4 cups make | quart



2 pints make | quart.

Loop the same amount.



































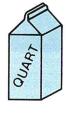
























KEEPING SKILLS SHARP



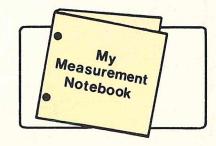
Measure things in your classroom or at home.

Use feet, or inches, or centimeters.

Keep a record here.

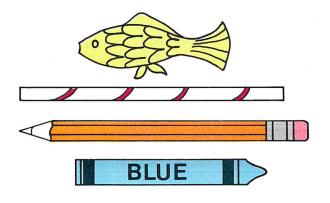
MEASUREMENTS
My math book is about 21 centimeters wide.

Perhaps you would like to make a measurement notebook.



CHECKUP

About how long is each picture?



___ centimeters

____ centimeters

____ inches

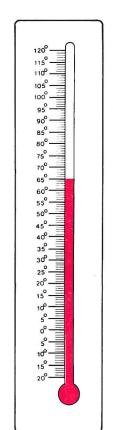
___ inches

What time is shown?

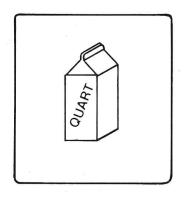


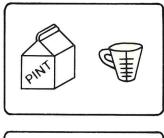


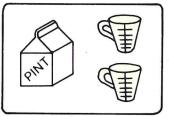
What temperature is shown?



Match.









degrees





How much do I weigh?

How much do I weigh?



My	weight	is	about		
----	--------	----	-------	--	--

Weigh some classmates.

Keep a record.

Name	Weight	Name	Weight

You may want to graph what you found.

Add.

Loop the correct number of sticks.

23



23



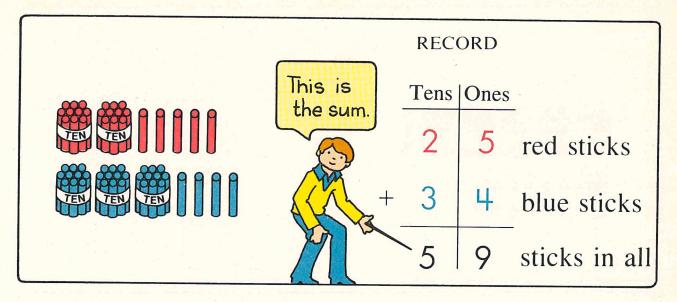
37

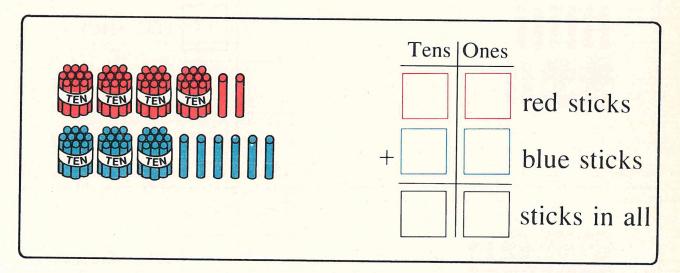


37

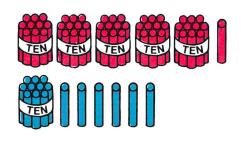




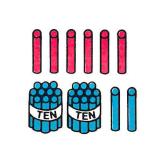


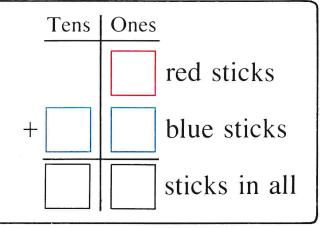


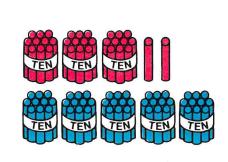
Tens Ones
red sticks
+ blue sticks
sticks in all



RECORD

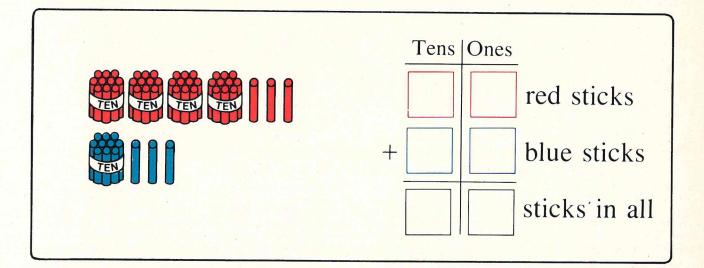






	Tens	Ones	
			red sticks
+			blue sticks
- [sticks in all

IIKEEPING SKILLS SHARP +8



Tens Ones red sticks
+ blue sticks sticks in all

Tens Ones
red sticks
+ blue sticks
sticks in all

Add.

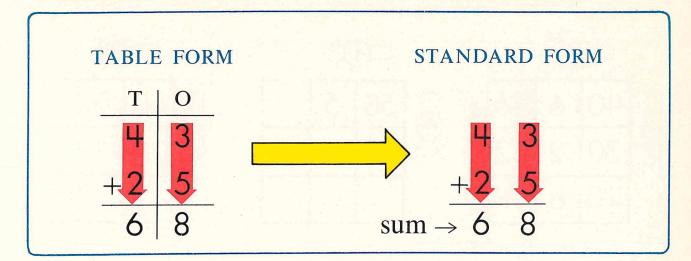
Use real sticks if you need to.

Tens	Ones
4	2
+3	

Tens	Ones
5	4
+2	3

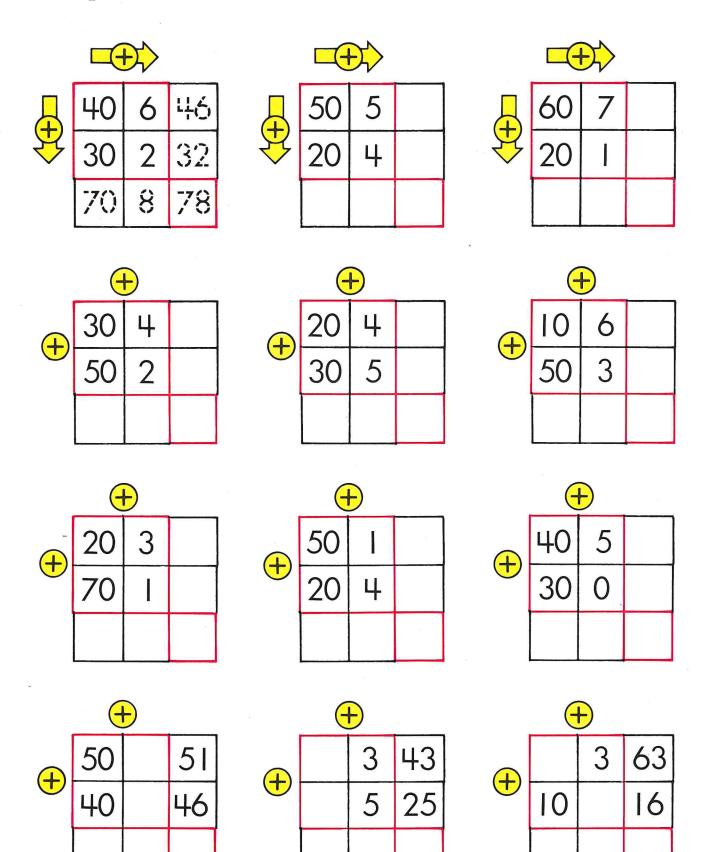
KEEPING SKILLS SHARP

Name_



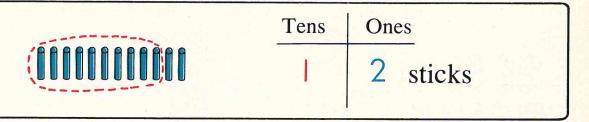
Add.

Complete these addition boxes.

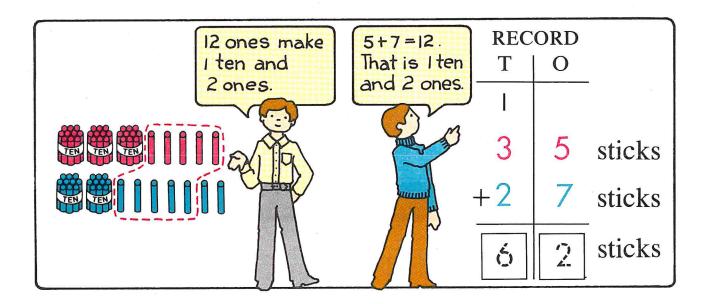


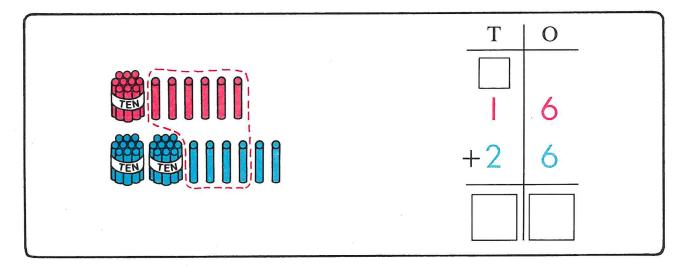
Loop groups of ten.

Fill in the table.

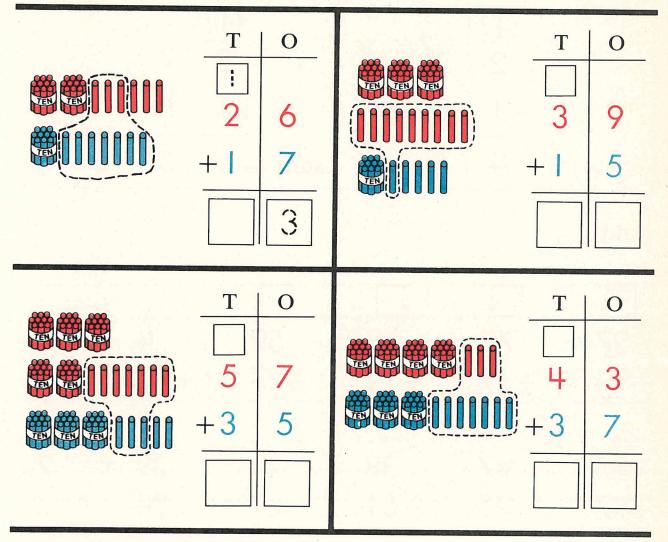


Tens Ones	Tens Ones
Tens Ones	Tens Ones
Tens Ones	Tens Ones
Tens Ones	Tens Ones





	TO
	3 5
	+4 5
مسمسمسمس آ و و و و و و و و و و و و و و و و و و	



Complete the records.

TABLE FORM

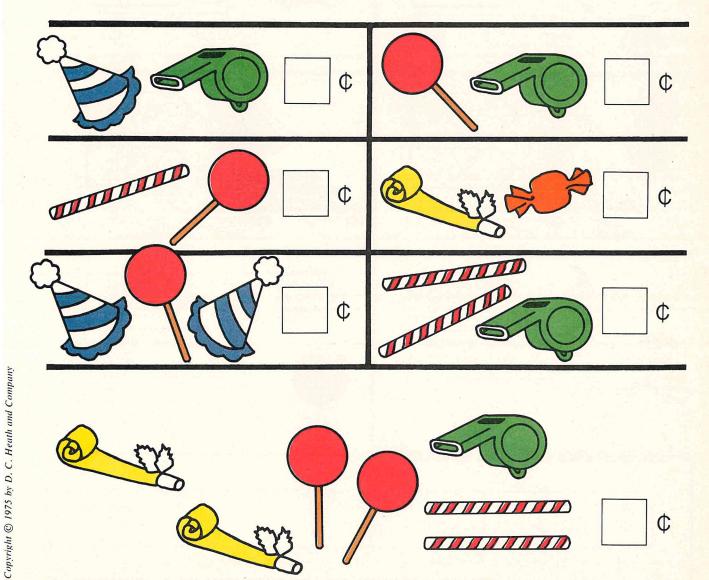
STANDARD FORM

Tens	Ones
2	7
+1	8
4	5

$$\begin{array}{c|ccc}
\hline
1 \\
2 & 7 \\
+1 & 8 \\
\hline
sum \rightarrow 4 & 5
\end{array}$$

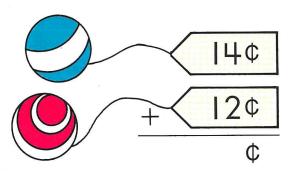
Add.

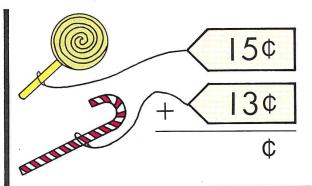
How much would these cost?

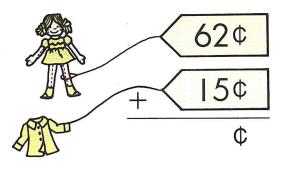


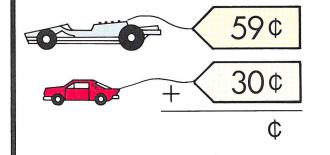


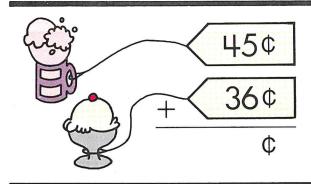
How much would these cost?

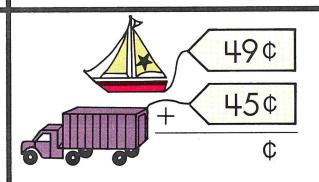


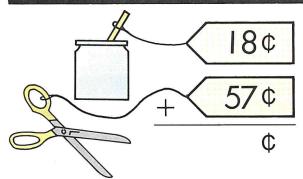


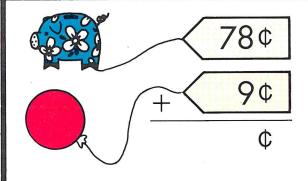








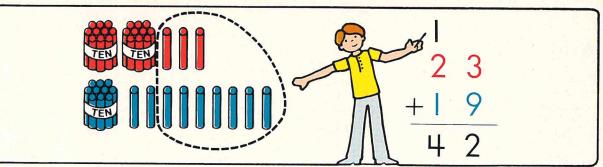




IKEEPING SKILLS SHARP

0 3	27
-----	----

Name____



Add.

Fill in each □.

$$\begin{array}{c|c}
1 \\
+7 & 3 \\
\hline
9 & 0
\end{array}$$

Fill in each \square .

Add.

PING SKILLS SHARP











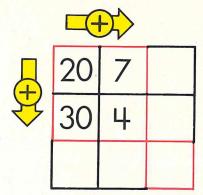






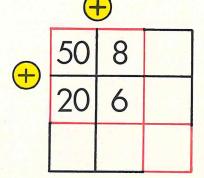


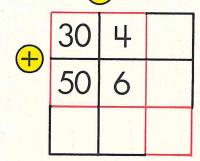
Complete the addition boxes.

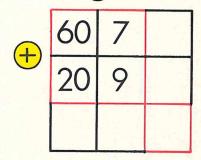


+				
	30	4		
2	10	6		

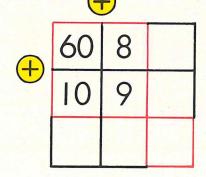
		- 	
	40	6	
\$	30	7	







	20	7	
T	50	5	



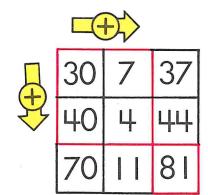
	40	8	
+	30	7	

	30		38
•	20		29

6	46
7	47

+	50		59	
		5	25	

You used expanded form in addition boxes.



EXPANDED FORM

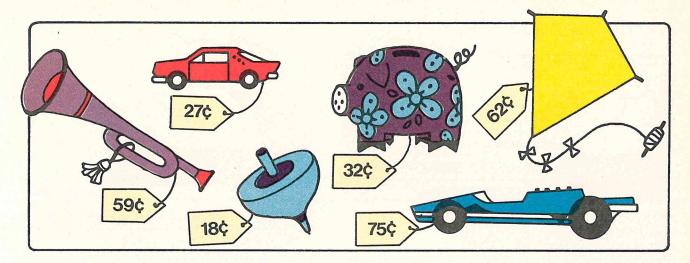
$$30 + 7 = 37$$

 $\frac{40 + 4}{70 + 11} = \frac{44}{81}$

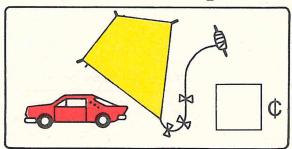
Complete.

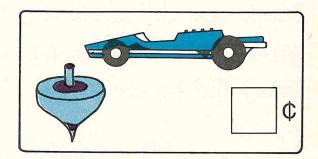


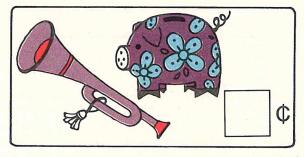
Tell a story.

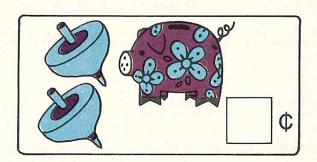


What is the total price?

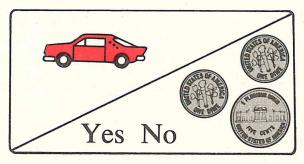


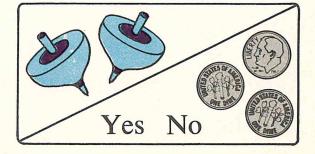






Is there enough money? Loop the answer.

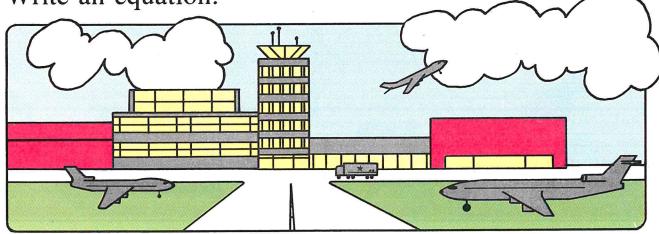




Problem solving

Find the answer.

Write an equation.



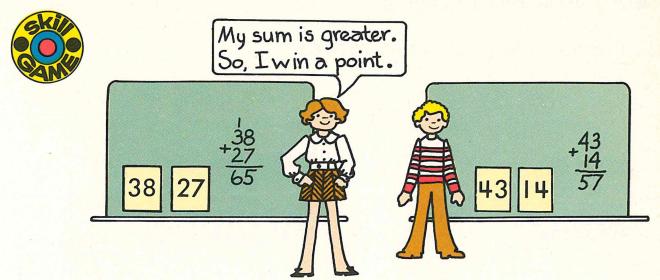
Mark saw 37 airplanes on the ground and 6 in the air. How many did he see in all? 43

$$37 + 6 =$$

Mark saw 59 grownups and 12 children waiting for a jet. How many people were there in all?

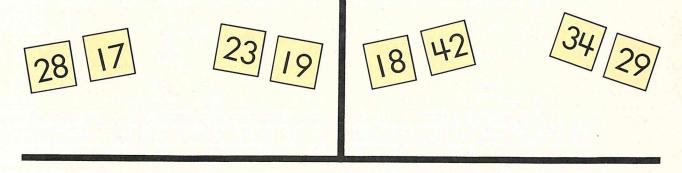
Mary counted 25 trucks. Then she counted 17 other trucks. How many trucks were there in all?

Mary saw 39 big jets and 44 small ones. How many jets did she see? ____

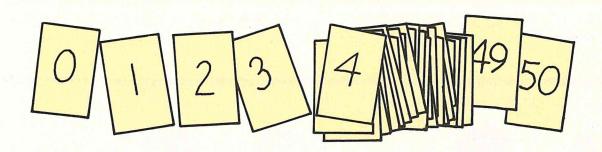


Add.

Then loop the greater sum.



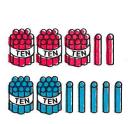
Make these cards.



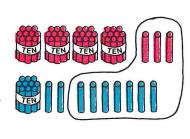
Your teacher will explain the game.

CHECKUP

Complete each addition record.



Tens	Ones
3	2
+2	5
,	



Tens	Ones
4	3
+	9

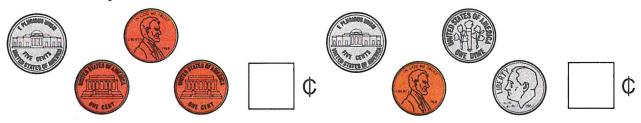
Fill in each \square .

$$40 + 5 = 45$$

 $+20 + 3 = +23$
 $+ =$

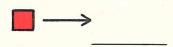
Add.

How many cents?

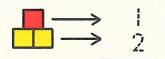




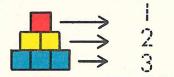
How many little squares?



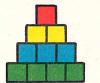
square



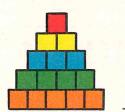
squares



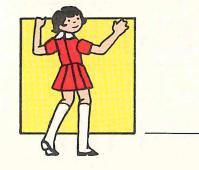
squares



squares



squares



squares



How many little squares?



_____square



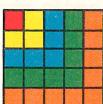
squares



.____

squares





squares



squares



squares

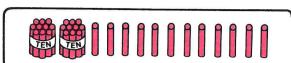
Subtract.

Match sets with the same number of sticks.















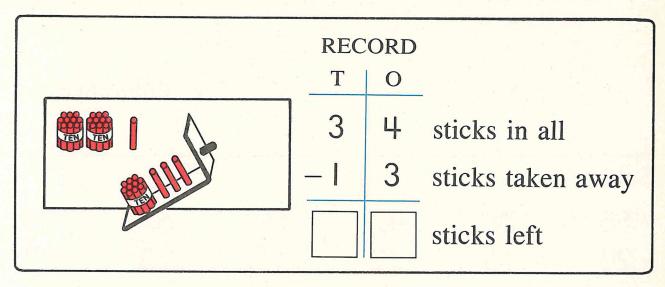


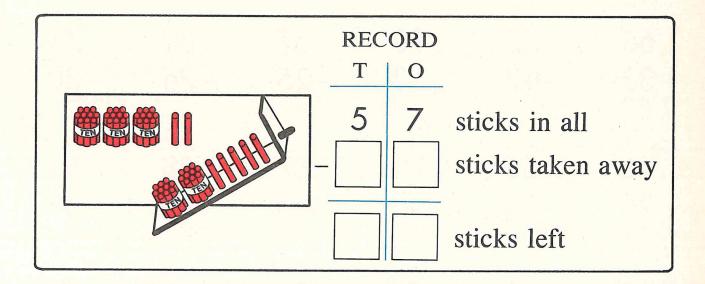
Name	
Fill in each	
How many sticks? 45 Cross off 21 How many left? 24	
How many sticks? Cross off 32 How many left?	
How many sticks? Cross off 13 How many left?	
How many sticks? Cross off 4 How many left?	
How many sticks? Cross off 20 How many left?	

Fill in the blanks.	
How many sticks?	
Cross off 17	
How many left?	
How many sticks?	200 200 200 200
Cross off 44	
How many left?	
How many sticks?	
Cross off 32	
How many left?	
How many sticks?	
Cross off 26	
How many left?	
How many sticks? 47	
Cross off 21	
How many left?	
How many sticks? 63	
Cross off 32	
How many left?	AT THE STATE OF TH
— KEEPING SKILLS SHARP	
1 2 3 4 5 6	7 8 9 10 11
centimeters	cm

Name_____

Fill in each \square .



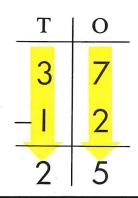


T	O	T	O	T	О	
5	6	3	8	4	7	
-3	1	-2	2	-2	5	

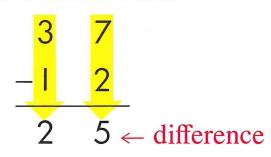
0

5

TABLE FORM



STANDARD FORM



Subtract.















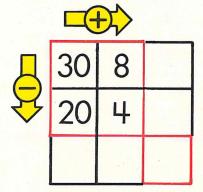


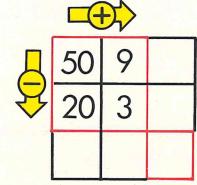
Fill in these addition-subtraction boxes.

	<u></u>	X	
Д	5	2	7
8	3		+
	2		3

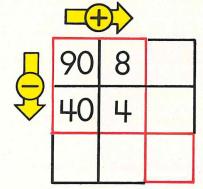
	<u>_</u>)	
	6	3	
	4	2	

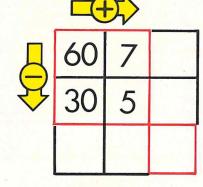
\$	9	7	
	5	3	





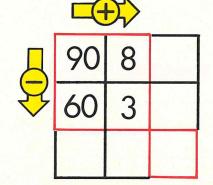
		1	
	60	5	
	40	2	
			146





Д	80	6	
2	10	3	

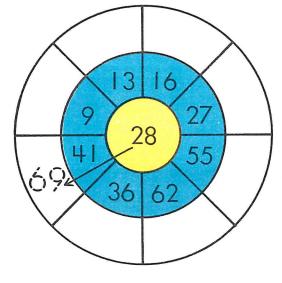
	<u></u>	EX	
Д	70	5	
\$	30	2	

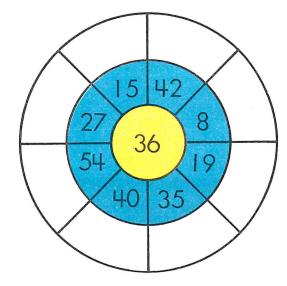


<u></u>)	
80	5	
\$ 50		

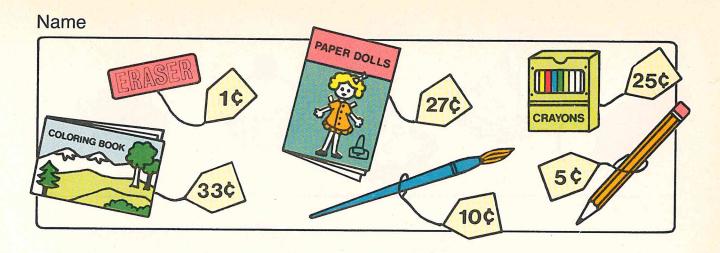
Add.

Complete the addition wheels.

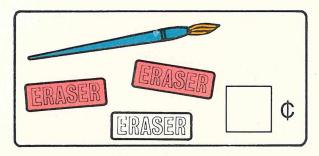


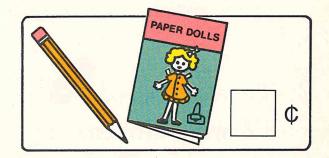


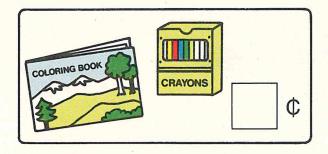
0 3 6 18

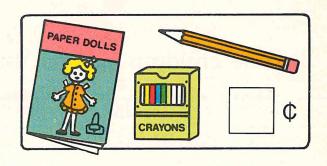


What is the total price?



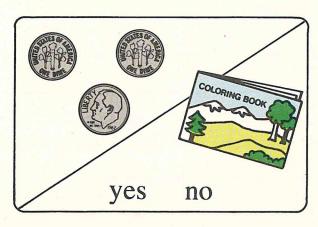


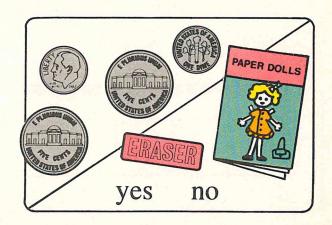




Is there enough money?

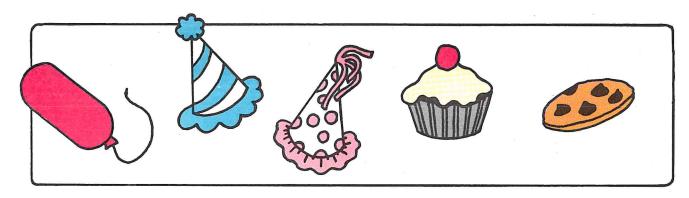
Loop the answer.





Problem solving

(one hundred eighty-seven) 187



1.	There were	16 and	25	
	How many	hats in all?		,

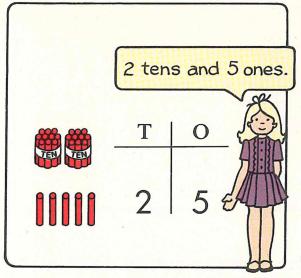
Equation

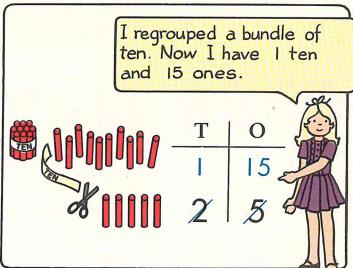
- 2. There were 43 12 were broken.

 How many left?
- 4. At the party there were 20 girls and 18 boys. How many more girls than boys?

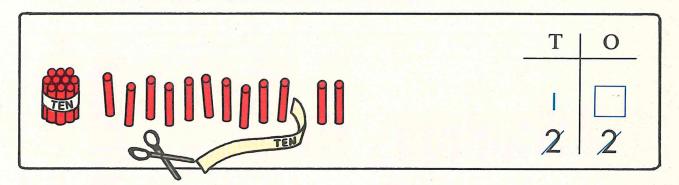
0 5 25

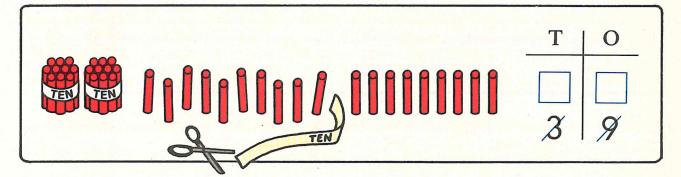
Name

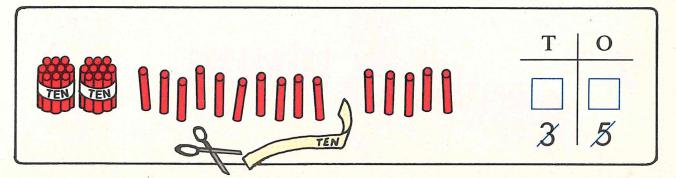




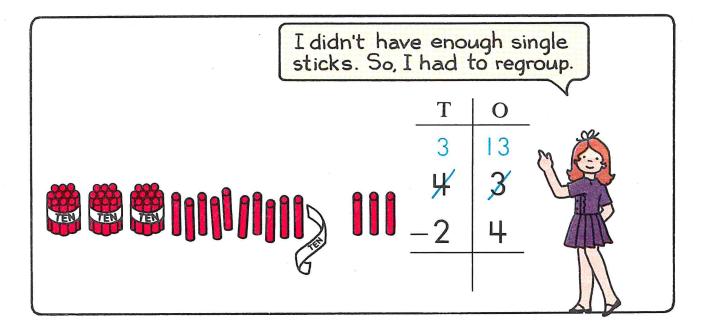
Fill in each \square .











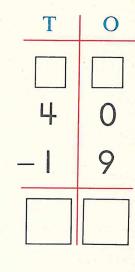


Name_

Fill in each \square .

T	O
6	2
-3	5
<u>-3</u>	5

T	O
8	
-3	6



T	О
5	5
_	7

T	O
6	0
-2	3

T	O
7	3
_	9

Subtract.

	0
5	0
-3	
- 1	

TABLE FORM

T 0 5 13 Ø 3

$$-2$$
 8

$$3 \mid 5 \leftarrow \text{Difference}$$

STANDARD FORM

$$-2 8$$

$$3 5 \leftarrow Difference$$

Subtract.

EPING SKILLS SHARP

0	4	8			32	
---	---	---	--	--	----	--

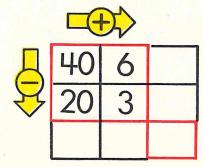
Name_

Add.

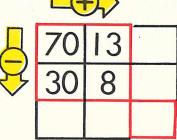
Subtract.

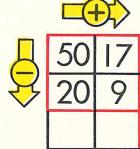
$$74$$
 38 95 67 -52 -11 -62 -37

Fill in the addition-subtraction boxes.









Here is a code.

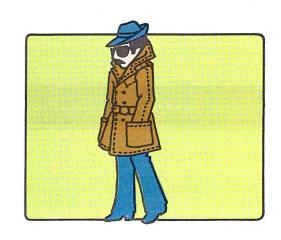
A	В	C	E	F
25	17	19	38	77

H	I	L	M	N
59	63	48	6	I

R	S	T	U	Y
0	10	93	45	83

Add or subtract.

Find the secret words.



25	50	17	50	91	28	29
-6	-25	<u> </u>	- 12	- 14	+17	+19
						V

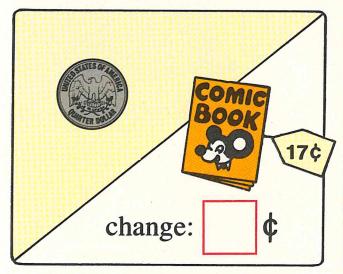
77	77	30
+16	- 18	+8

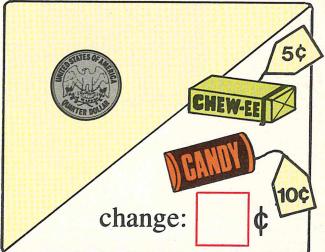
29	57	53	15	99
+9	-56	-15	-9	- 16

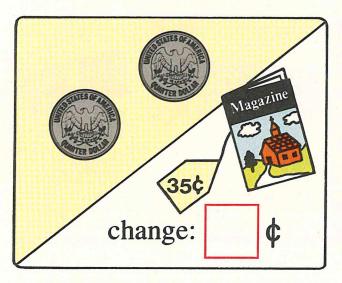
45	90
+18	-80

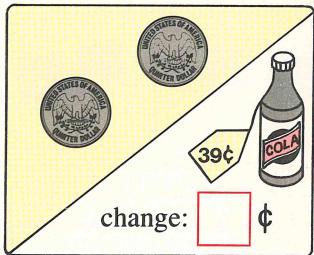
	94	91	77
+0	-56	-66	-77

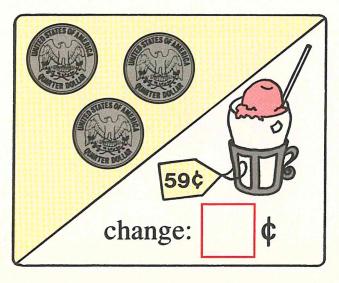
How much change?

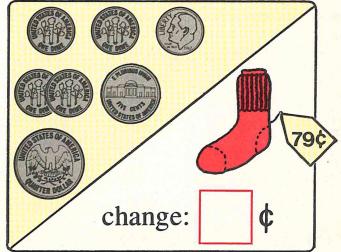


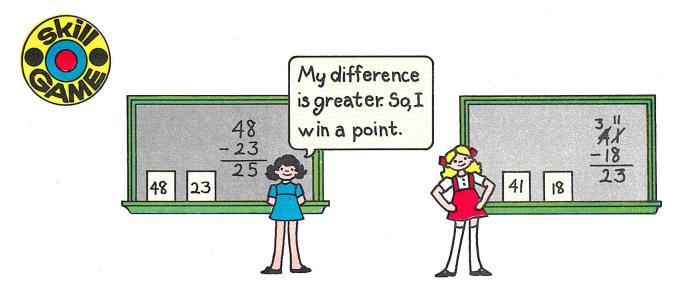






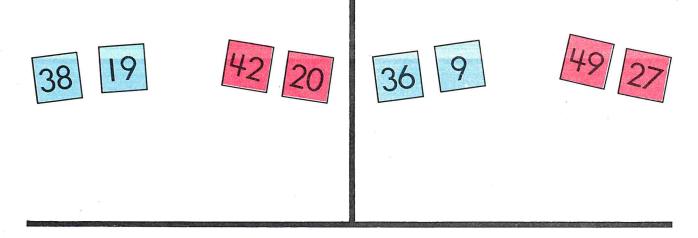






Subtract.

Then loop the greater difference.



Make these cards.



Your teacher will explain the game.

CHECKUP

Complete the subtraction record.

|--|--|

Tens	Ones
4	6
- 1	3
	31

Subtract.

$$-32$$

$$-36$$

$$-47 -38$$

-24







How much more does a



cost than a





How much more does a cost than a







How much more does a cost than a





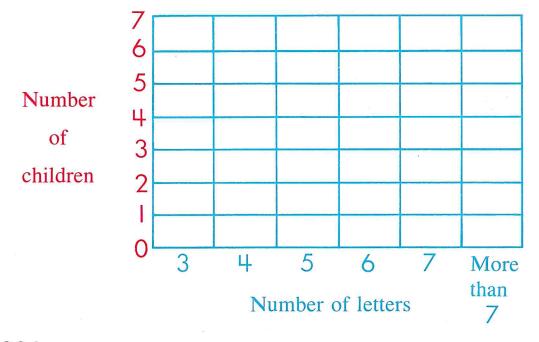


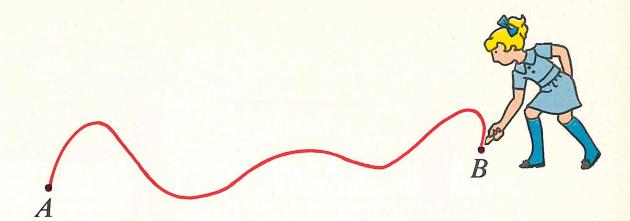
Count the letters in your first name.

Count the letters in the names of the other children in your class. Make tally marks in the boxes.

3 letters	4 letters	5 letters
		. t
6 letters	7 letters	more than 7

Complete the bar graph.





Jane drew a path from point A to point B.

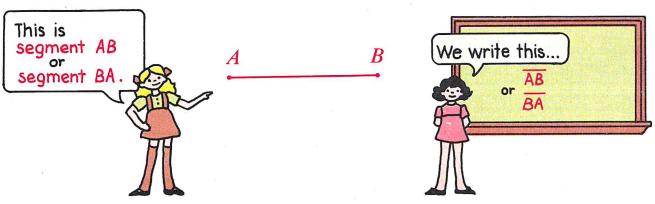
- I. Draw a path longer than Jane's path between point A and point B.
- 2. Now draw any other path from point A to point B.
- 3. Draw the shortest path from point A to point B.

Y

X

Draw the shortest path from point X to point Y.

The shortest path between two points is called a **segment**.

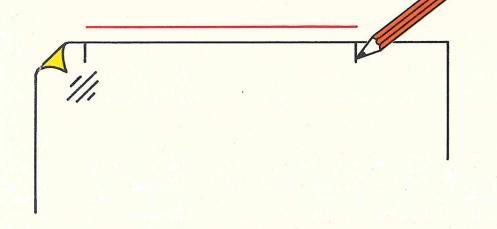


Point A and point B are called end points.

Draw \overline{RT} , \overline{SU} , \overline{RU} , \overline{ST} . Draw \overline{AB} , \overline{BC} , \overline{CD} , \overline{DA} . R_{\bullet} $\bullet B$ A_{\bullet} D $^{\circ}C$ UDraw \overline{VX} , \overline{XZ} , \overline{ZW} , \overline{WY} , Draw \overline{EF} , \overline{FG} , \overline{GH} , \overline{HI} , \overline{IE} . \overline{YV} . $\bullet X$ E • • G $\cdot Y$

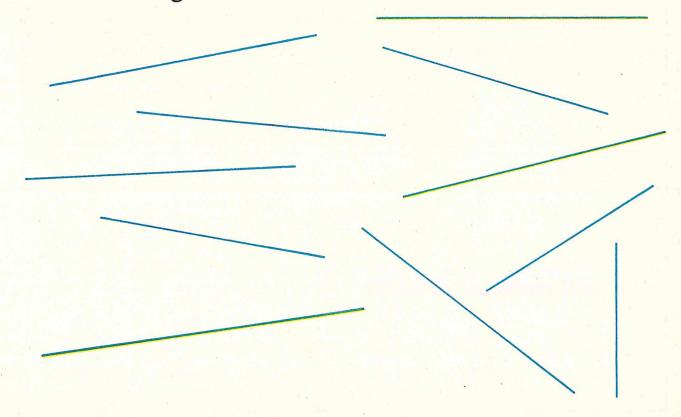
KEEPING SKILLS SHARP

Mark the length of this red segment on the edge of a piece of paper.



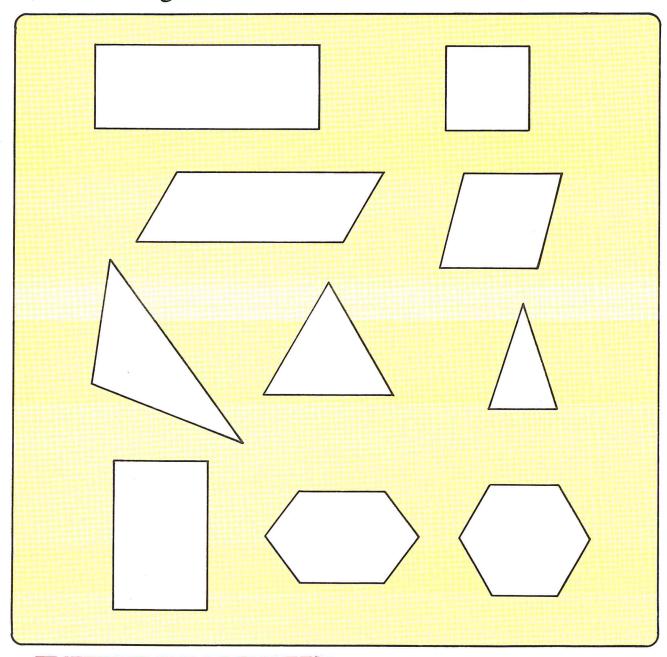
Use the piece of paper to help you.

Mark each segment that is just as long as the red segment.

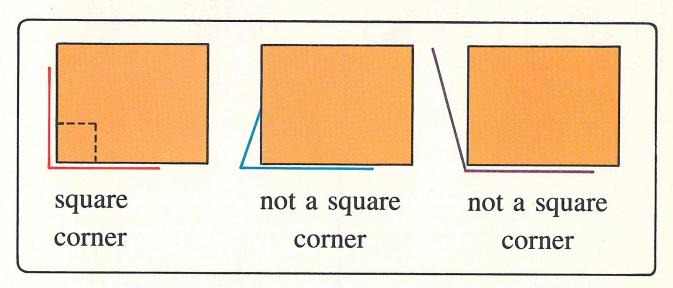


The sides of some figures are segments.

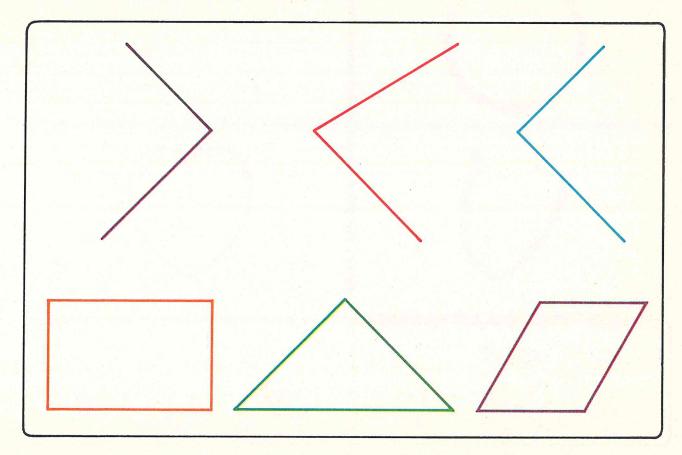
Mark the figures that have all sides the same length.



You can use a card to tell if a corner is a square corner.



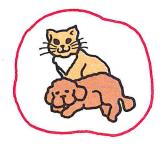
Mark the square corners.



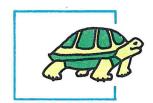
Right angles

These curves are closed.



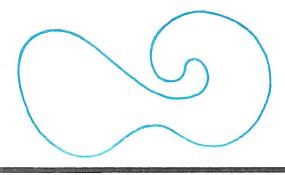


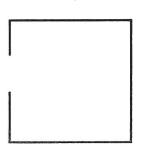
These curves are not closed.



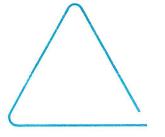


Mark the closed curves.









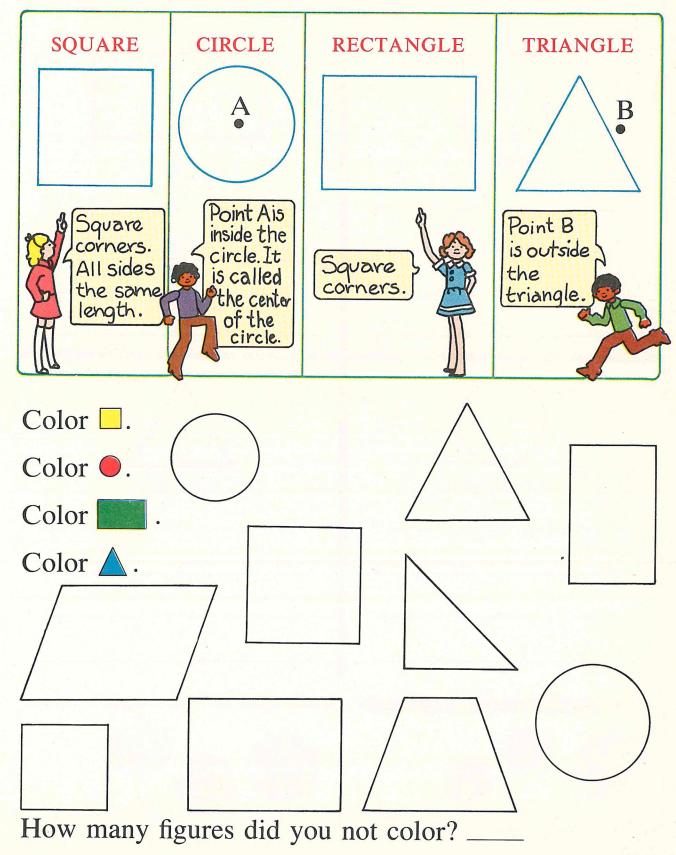




IKEEPING SKILLS SHARP

$$<$$
, =, or $>$?

Here are some simple closed curves.

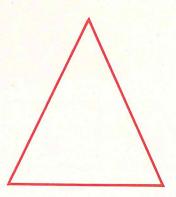




What things in your classroom have these shapes?

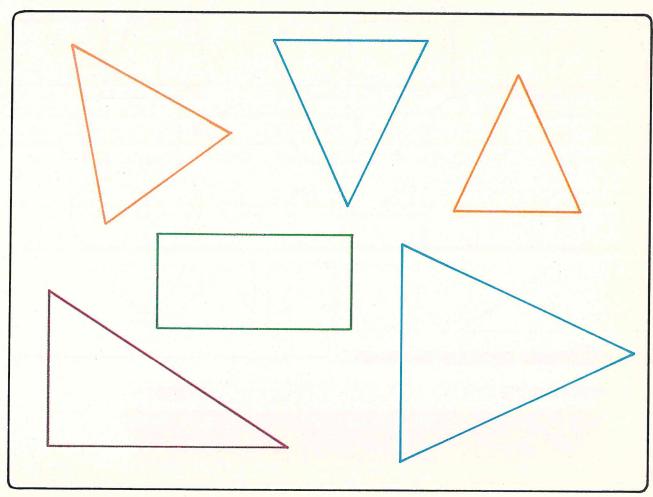
square	rectangle
circle	triangle
- IKEEPING SKILLS SHARP	C C C C C C C C C C C C C C C C C C C

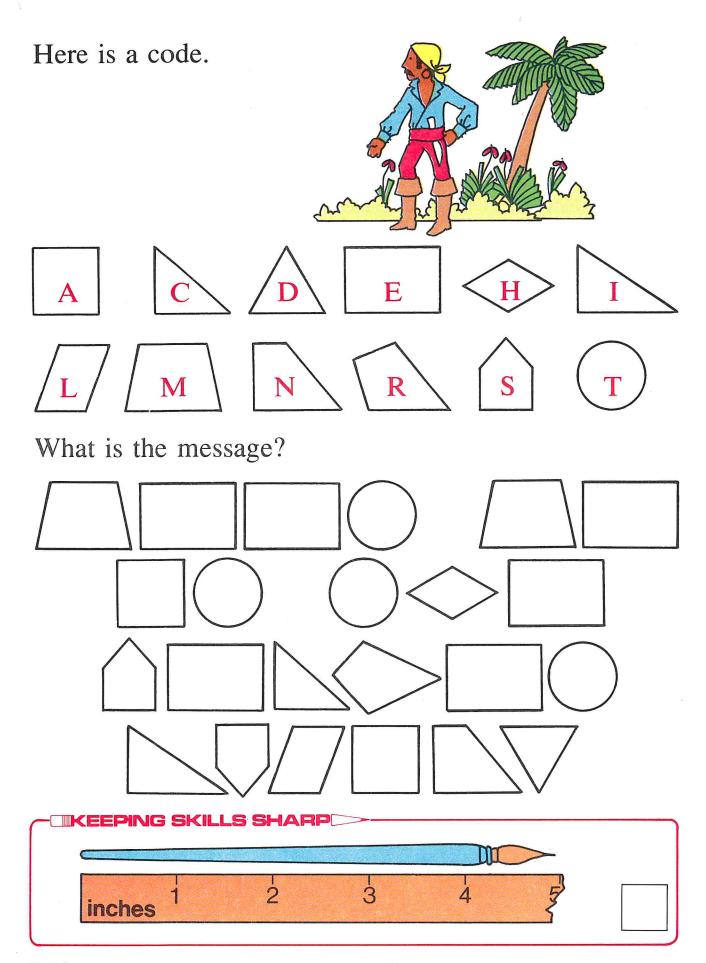
Carefully trace this triangle.

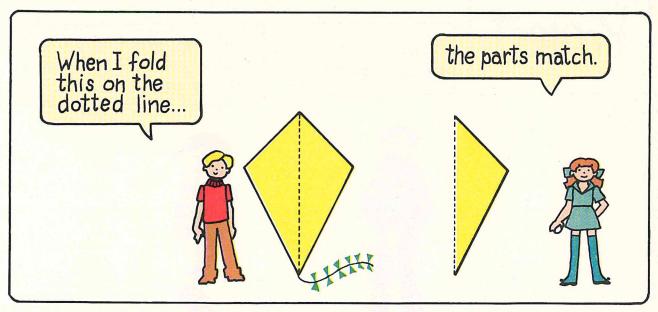


Use your tracing.

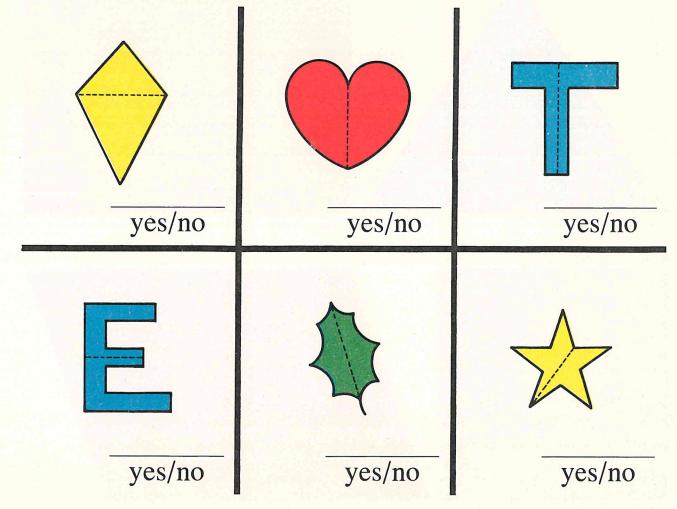
Mark the figures that fit the red triangle.







If you fold on the dotted line, will the parts match?



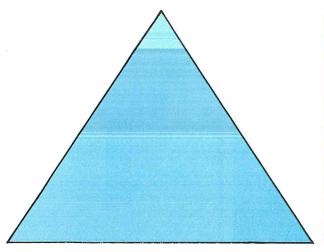


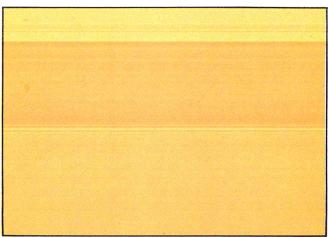
First cut out these figures.

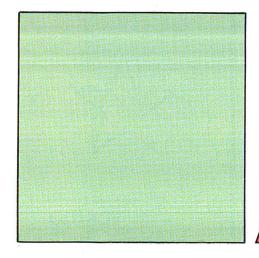
Then see how many ways you can fold them so the parts match.

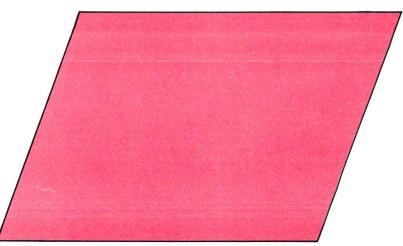












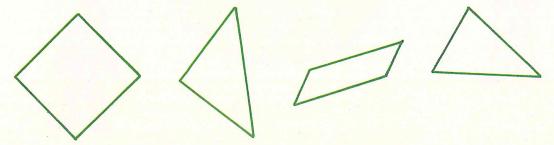
CHECKUP

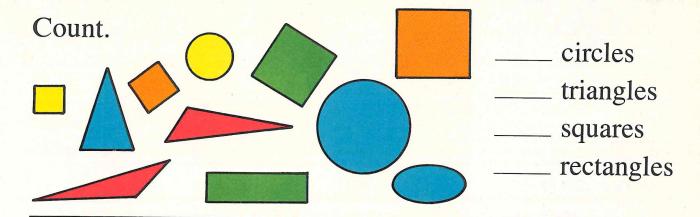
Mark the segment that is the same length as segment AB.



Mark all square corners.

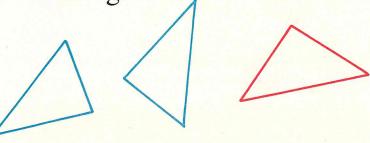
Use a card that has a square corner.





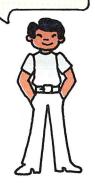
Mark the triangle that fits this triangle:

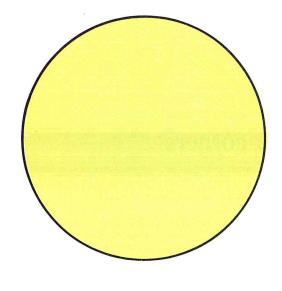
Use a tracing.





First cut out this circle.





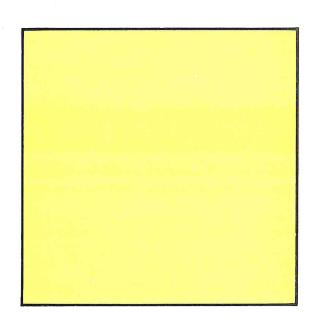
Then find the center of the circle by folding it.



Project 2

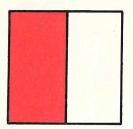
First cut out this square.



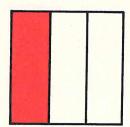


Then find the center of the square by folding it.

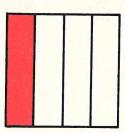




 $\frac{1}{2}$ is red. one half



 $\frac{1}{3}$ is red. one third



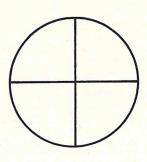
 $\frac{1}{4}$ is red.

one fourth

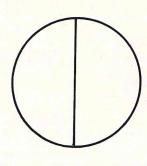
 $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ are fractions.

Color.



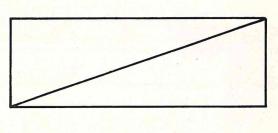


1 2

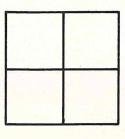


3

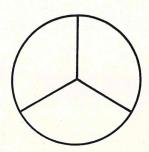
<u>|</u>



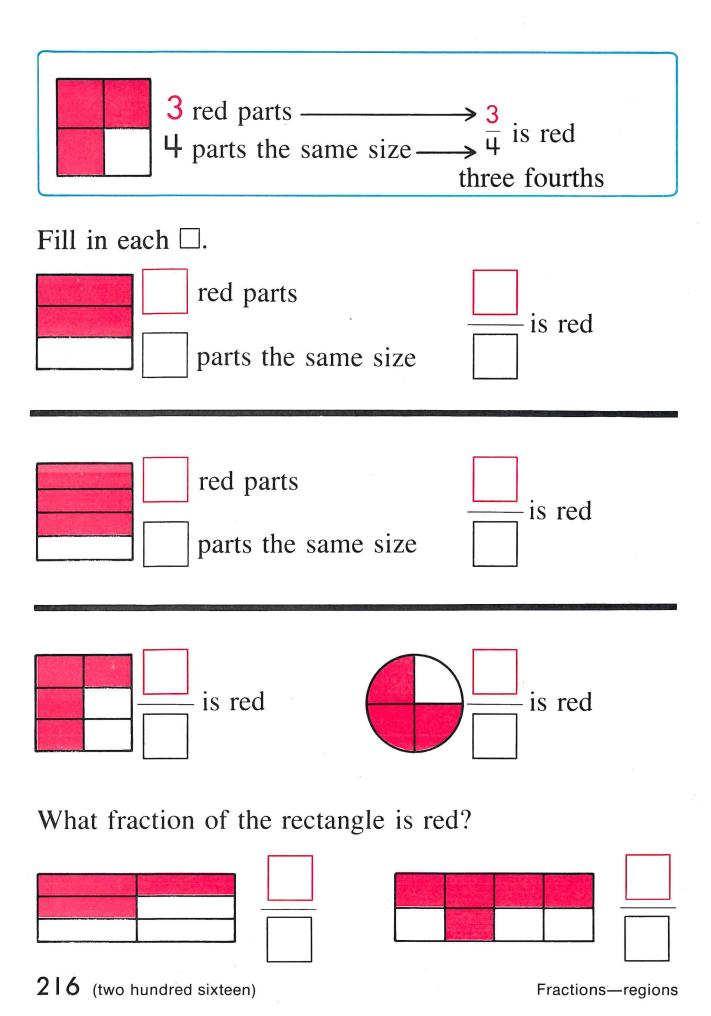
1 4

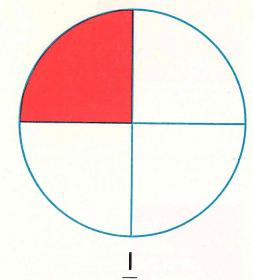


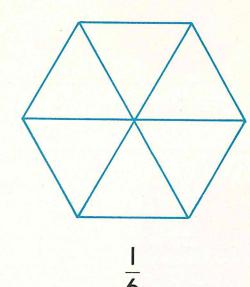
 $\frac{1}{3}$



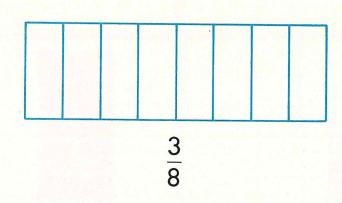
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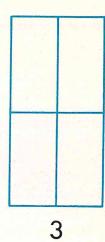






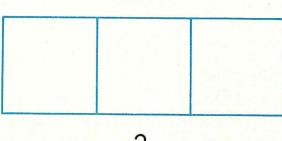


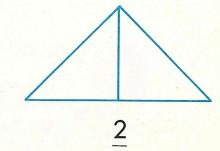


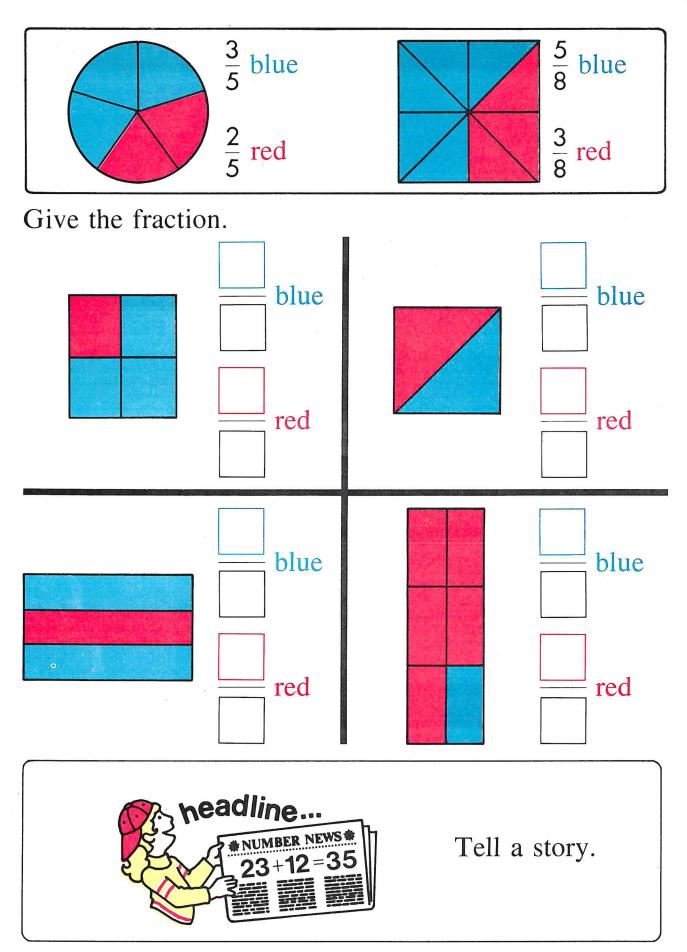


<u>5</u>

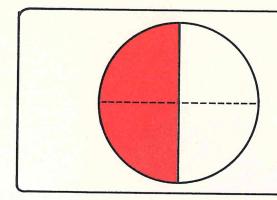
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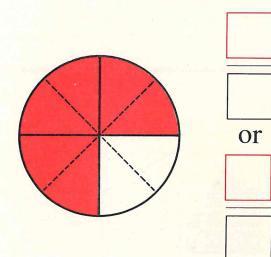


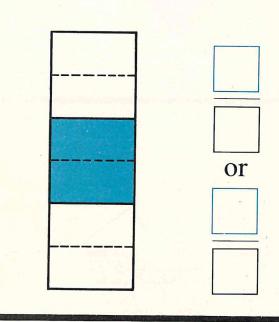
Name_

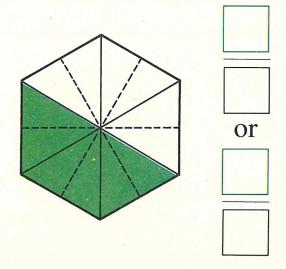


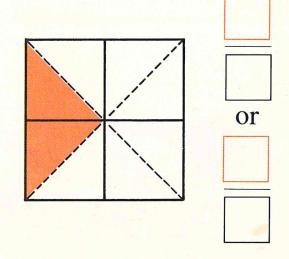
 $\frac{1}{2}$ is shaded or $\frac{2}{4}$ is shaded

Give 2 fractions for the shaded part.

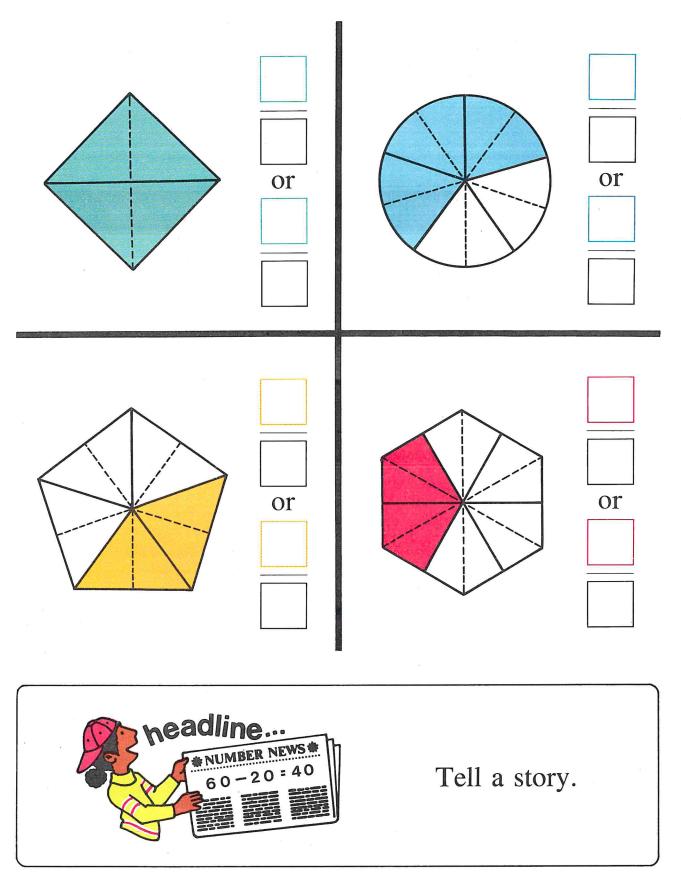


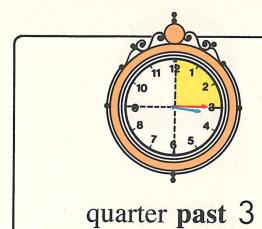


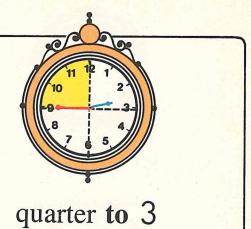




Give 2 fractions for the shaded part.







Complete.





quarter _____4

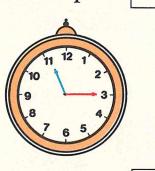


quarter _____





quarter past



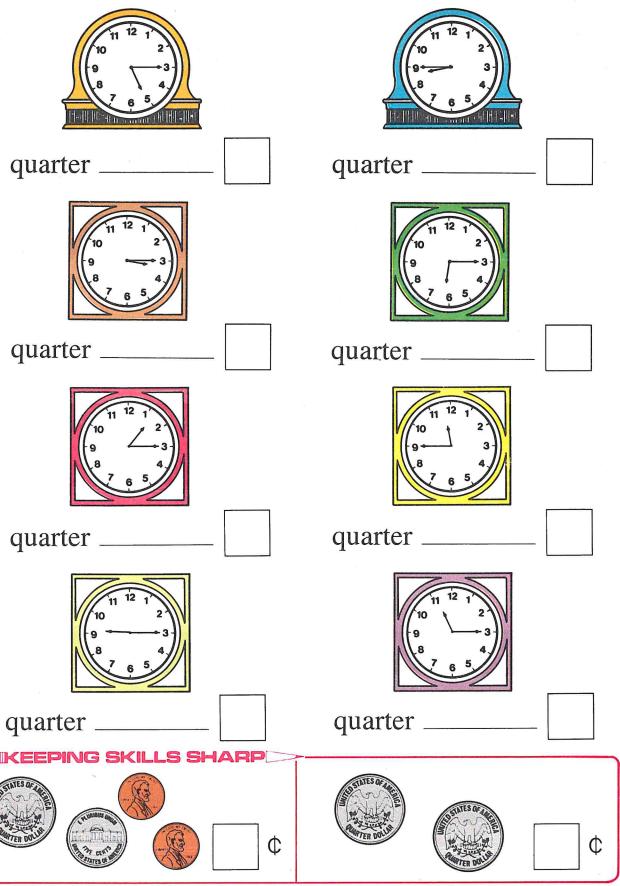
quarter to

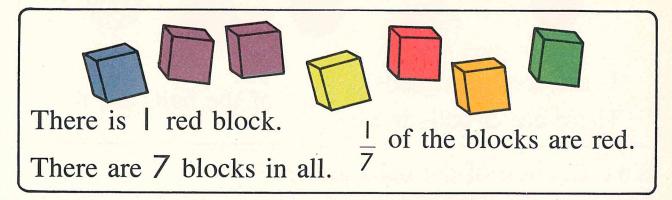


quarter _____

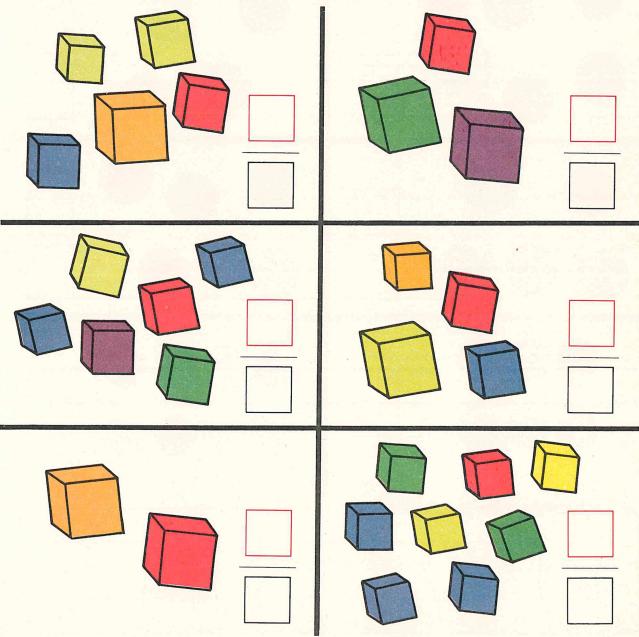
quarter _____

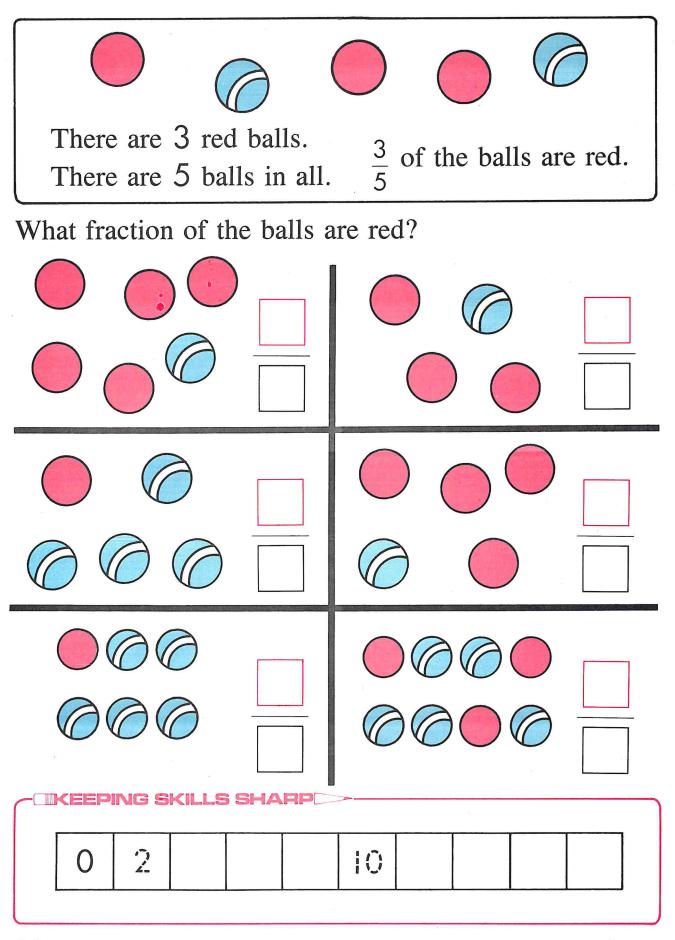
Give the time.

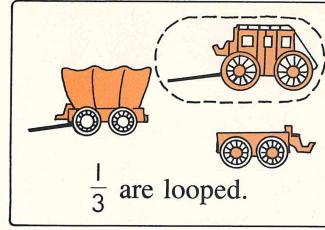


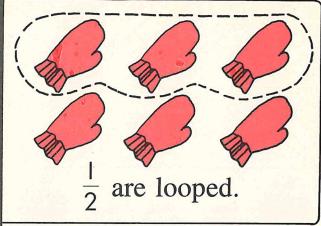


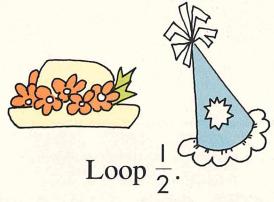
What fraction of the blocks are red?

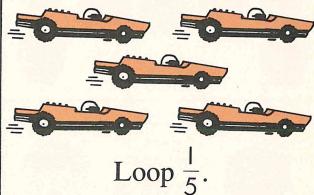


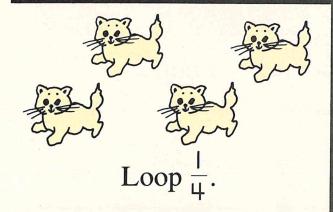


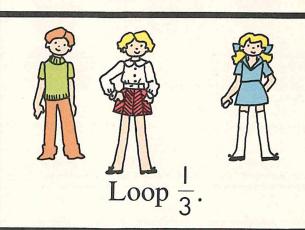


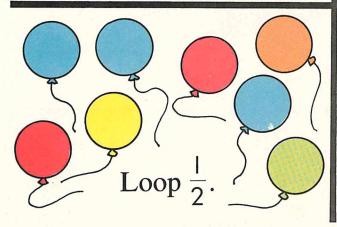


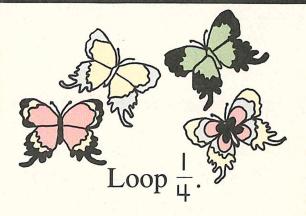


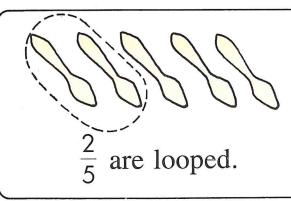


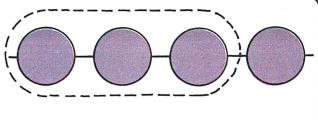




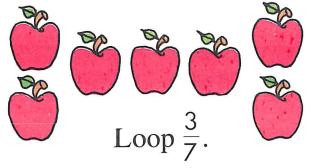


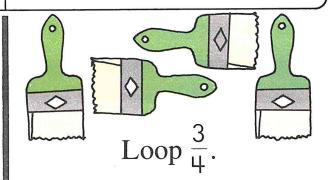


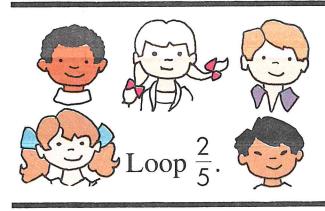


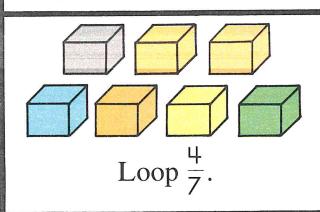


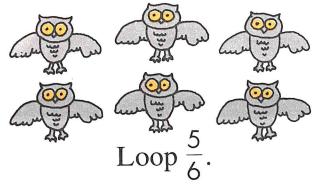
 $\frac{3}{4}$ are looped.

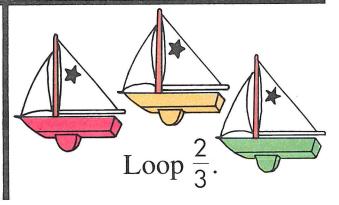






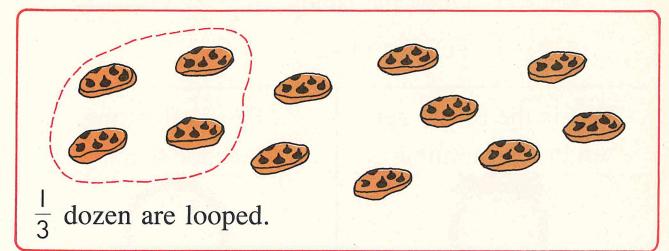




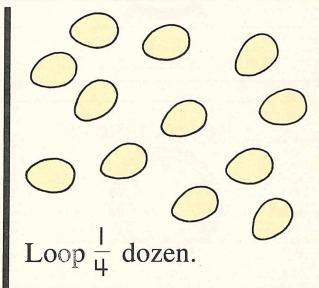


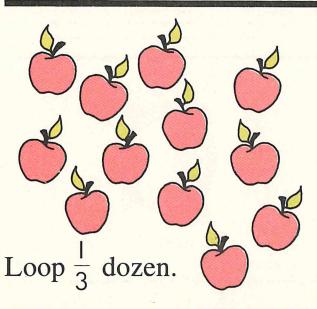
IKEEPING SKILLS SHARP

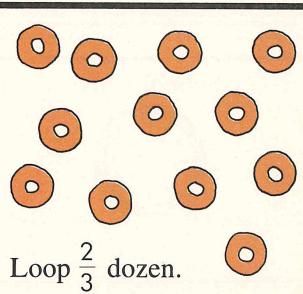
dozen = 12













Draw the hands.

Tell the time.

This is the time I get up in the morning.



This is the time school starts.



Recess time



Lunch time



School ends



Bed time



Answer each question.

8 children at a party. $\frac{1}{2}$ won prizes.



How many children won prizes?

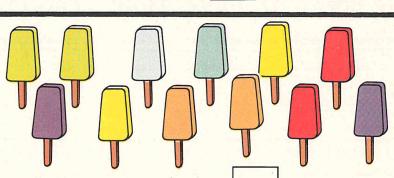


6 candles on the cake.

Blew out $\frac{5}{6}$ of them.



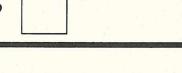
How many candles were blown out?



12 ice-cream bars.

Ate $\frac{2}{3}$ of them.

How many ice-cream bars were eaten?



10 balloons.

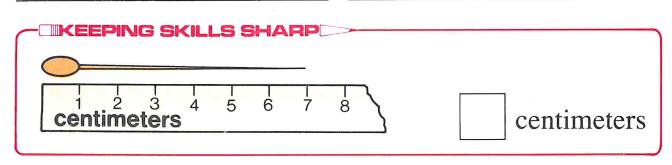
 $\frac{3}{5}$ burst.

How many balloons burst?



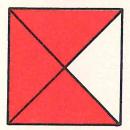
Answer the questions.	
Write equations.	
A second grade class has	Al had 38 marbles.
26 boys and 19 girls.	He lost . How
How many children?	many are left?
Jimmy had 43¢.	Judy spent 27¢.
He found 5¢ more.	She spent 35¢ more.
How much money?	How much spent?
1 24 1	
	There are 38 dogs and 47
He needs 57 more. How	
many nails in all?	many cats and dogs?
Jill had 19¢. She lost 9¢.	Comic books cost 19¢ each

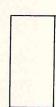
How much is left? ____ How much for 2? ____

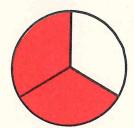


CHECKUP

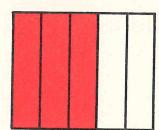
What fraction is shaded red?

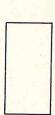












Complete.

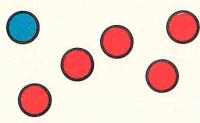


quarter past

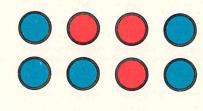


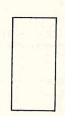
quarter _

What fraction of the marbles are red?



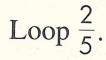






Loop $\frac{1}{4}$.





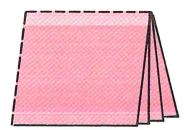




I. Fold a piece of paper like this.

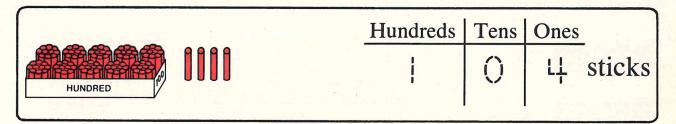


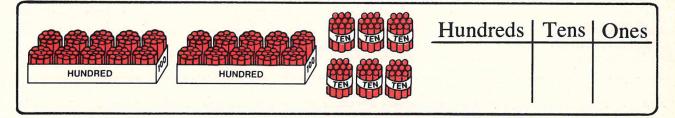
2. Fold it again.

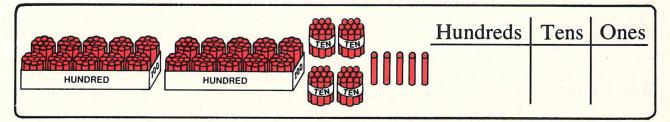


- 3. Unfold and shade $\frac{3}{4}$ of it.
- 4. Fold a piece of paper to get 8 equal parts.
- 5. Unfold and shade $\frac{3}{8}$ of the paper.
- 6. See what other fractions you can picture by folding and shading.

Fill in the tables.







			Hundreds	Tens	Ones
HUNDRED	HUNDRED	HUNDRED			

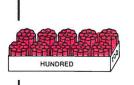




TABLE FORM				
Hundreds Tens Ones				
	2	4		

124

Complete.

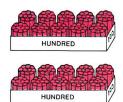
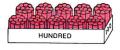
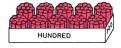




TABLE FORM			
Hundreds	Tens	Ones	

ST	FORM	RD





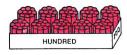
HUNDRED

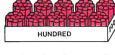


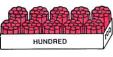


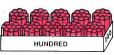
TABLE FORM			
Hundreds Tens Ones			

FORM	









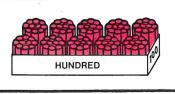
0.01

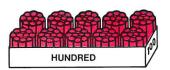
EN TEN TEN	881

TABLE FORM			
Hundreds	Tens	Ones	

FORM		

Name	
Fill in each .	
HUNDRED HUNDRED	3()() sticks
HUNDRED HUNDRED	sticks
HUNDRED HUNDRED	sticks
HUNDRED HUNDRED HUNDRED	sticks
HUNDRED HUNDRED HUNDRED HUNDRED	sticks









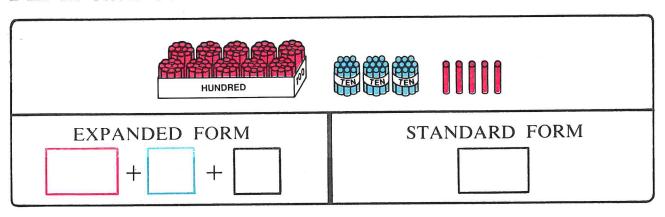
EXPANDED FORM

200 + 30 + 6

STANDARD FORM

236

Fill in each box.



EXPANDED FORM	STANDARD FORM
200 + 30 + 4	234
300 + 50 + 6	
400 + 70 + 8	
	726
	684

Name

Count by tens.

10, 20, 30, 40, ____, ___, ____, ____, ____,

100, 110, 120, ____, ___, ____, ____,

180, ____, ____, 210, ____, ____, 250,

-, ____, ___, ___, 310, ____, ___,

_____, ______, 370, _____, _____

What number is 10 more? What number is 10 less?

80, _____

90, _____

370, _____

560, _____

600, _____

690, ____

_____, 100

_____, 400

_____, 510

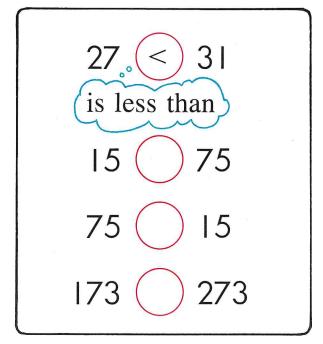
_____, 780

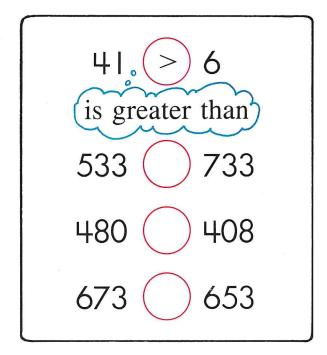
_____, 900

_____, 910

< or > ?

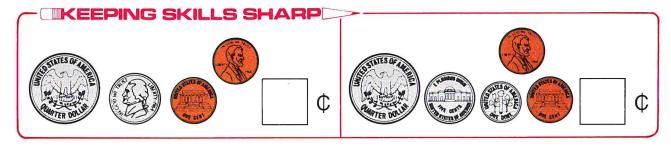
Fill in each O.





What number is 100 greater?
500, _____
624, ____
760, ____
827, ____
342.

What number is 100 less?
200, _____
342, ____
829, ____
534, ____
206, ____



Name.

Add.

Subtract.



Here are three digits:

2, 7, 5

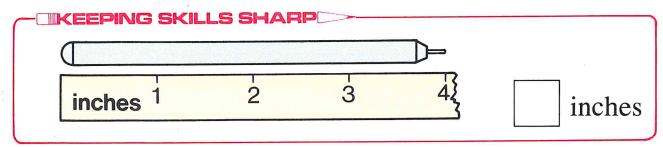
You can use these digits to build this three-place number:

725

or you can build this three-place number:

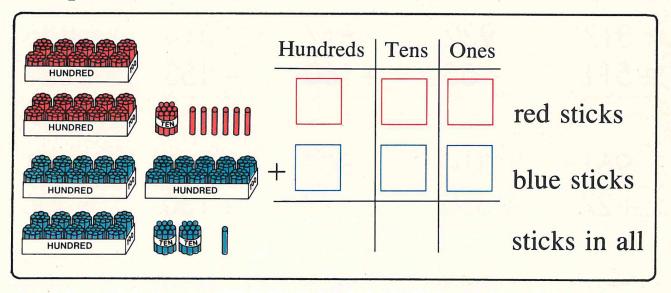
257

- 1. How many other three-place numbers can you build with 2, 7, and 5?
- 2. What is the greatest number you built?
- 3. How many three-place numbers can you build with these digits? 2, 7, 7
- 4. What is the greatest number you built?
- 5. What is the greatest three-place number of all?



HUNDRED	Hundreds	Tens	Ones	
HUNDRED	2		4	red sticks
HUNDRED	+ 1	2	3	blue sticks
	3	3	7	sticks in all
	3	3		sucks in a

Complete the records.



H	T	0	Н	Т	O	Н	T	О
7		0	4	5	3	6	0	6
+	3	6	+1	2	6	+3	4	T
		T #1						e I

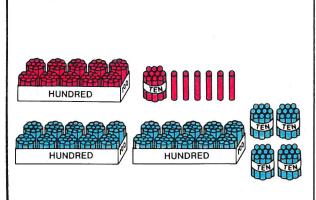
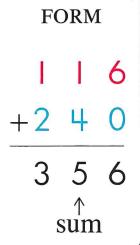


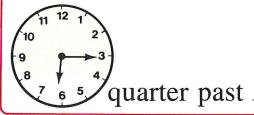
TABLE FORM					
Н	T	O			
		6			
+2	4	0			
3	5	6			
1					



STANDARD

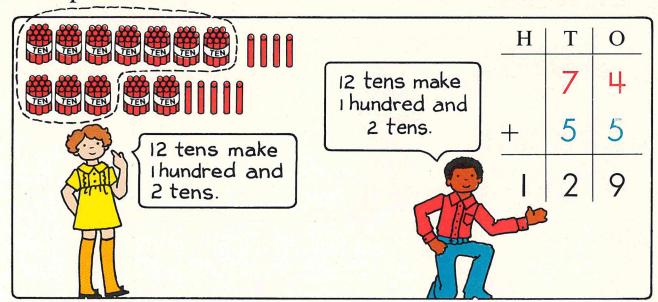
Add.

IKEEPING SKILLS SHARP



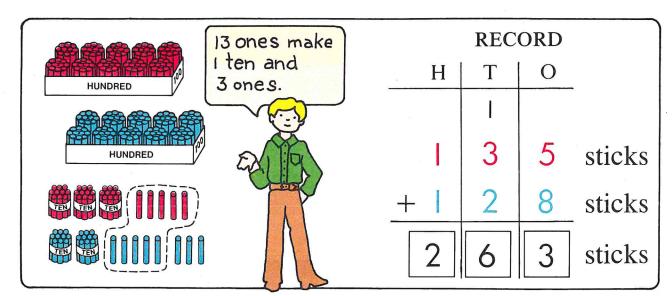


Complete the records.



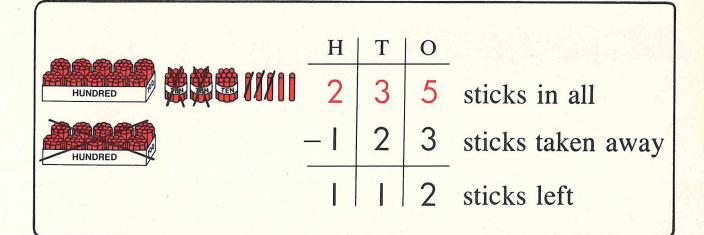
	Н	Т	О	Н	T	О	Н	T	О	Н	T	О
		7	7		5	6		8	3		9	4
+		3	2	+	9		+	9	I	+	6	2
				121			111					



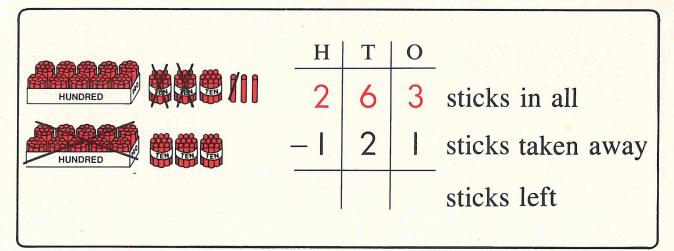


Add.

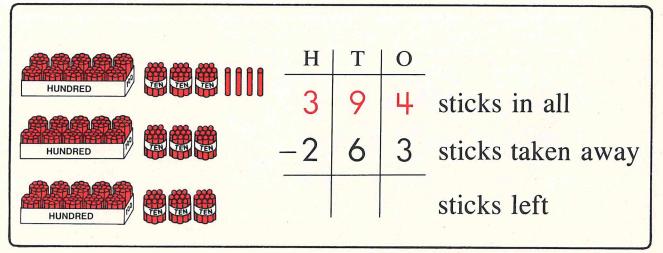
0 5 35



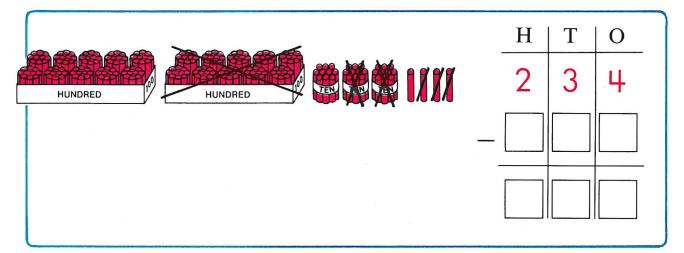
Complete the record.

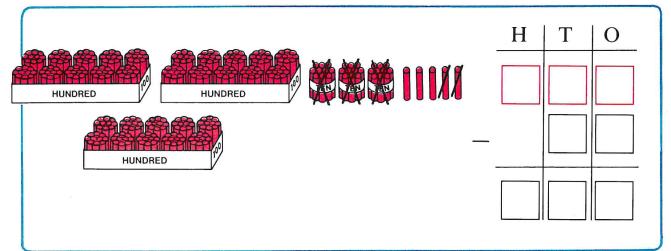


Cross off. Complete the record.



Complete the records.





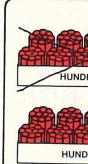
H	T	О
6	3	9
		8

H	T	О
9	8	7
-3	4	5

Н	T	О
5	7	2
-3	7	0



Tell a story.

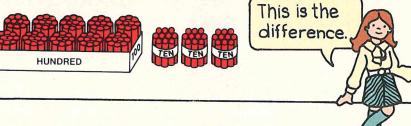




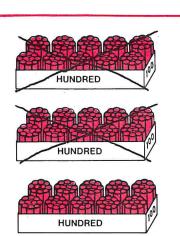








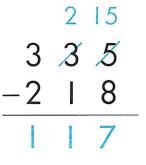
Subtract.



I first regrouped a bundle of ten. Then I had 2 tens and 15 ones. Then I subtracted.

Н	T		JE.
	,1		· D
	2	15	4
3	3	5	84
_ 2	ı	Q	

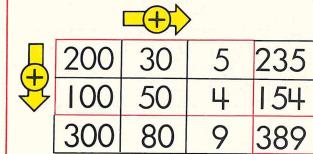
STANDARD FORM



sticks left

Subtract.

Name_____



EXPANDED FORM

$$200 + 30 + 5 = 235$$

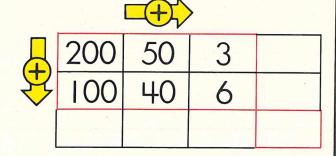
$$100 + 50 + 4 = 154$$

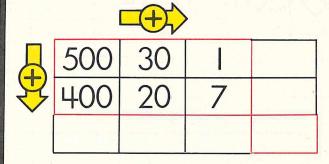
$$300 + 80 + 9 = 389$$

Complete.

		(H)	>	
	400	50	6	
7	300	30	2	1 1

-			>	
	400	20	7	
B	300	40		





$$300 + 50 + 2 =$$
 $400 + 20 + 7 =$
 $+$
 $+$
 $+$
 $+$
 $+$

$$500 + 80 + 6 =$$

$$300 + 10 + 2 =$$

$$+ + + =$$

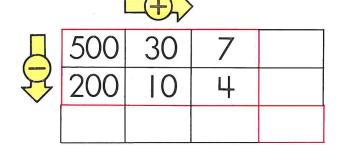
Complete these addition-subtraction boxes.

			>	
Д	300	50	2	352
S	100	20		¥
	200			

			>	
	700	60	3	z.
7	200	40		

		-(+\/		
A	900	90	9	
7	300	50	8	

	ĺ	(H)	>	
	400	30	8	
7	400	20		



		+>		
	900	80	4	
7	300	80	I	
				W

			•	
	700		4	
7	300	20	4	

	_			
	800	60	7	g.
7	300	20	4	
	la .			

1	,-,	1.1
U	2	

Name_____

Add.

$$621 + 238 =$$
 $+ 238 =$

$$271 + 517 =$$

$$43 + 29 =$$

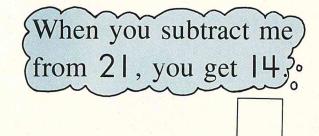
Subtract.

$$834 - 221 =$$

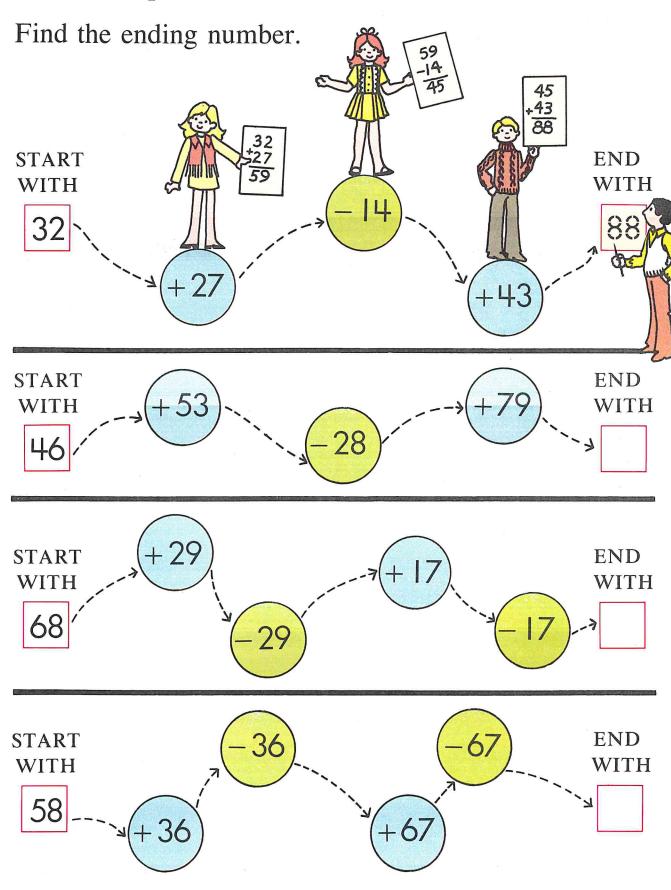


Who am I?

When you add me to 73, you get 86.



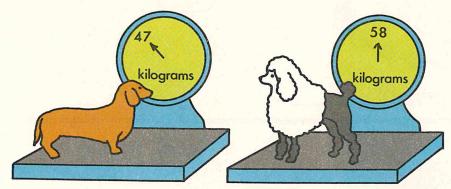
Follow the path.



252 (two hundred fifty-two)

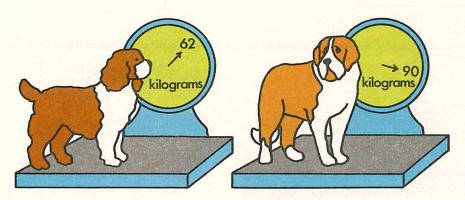
Answer each question.

work space



How much would both dogs weigh?

work space



How much heavier is the larger dog?_





work space

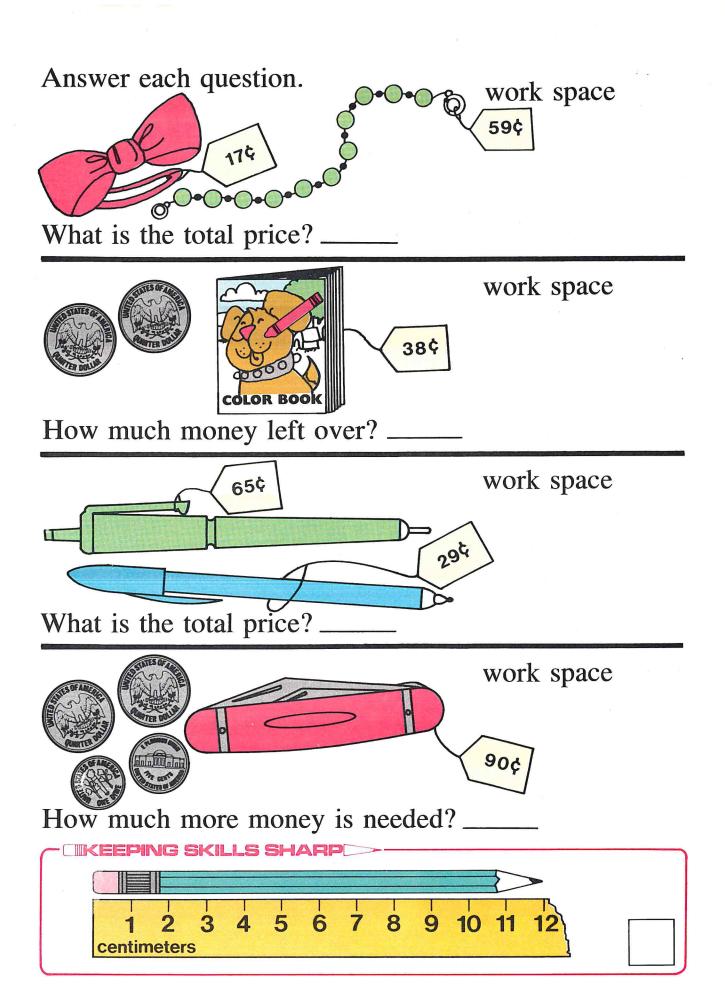
How much more red string?_





work space

How much string all together?



CHECKU

Give the number that is 100 greater.

Give the number that is 100 less.

$$<$$
 or $>$?



Add.

Subtract.

$$-327$$

$$-320$$

$$-123 \quad -327 \quad -57 \quad -320 \quad -470 \quad -752$$



How do you come to school?





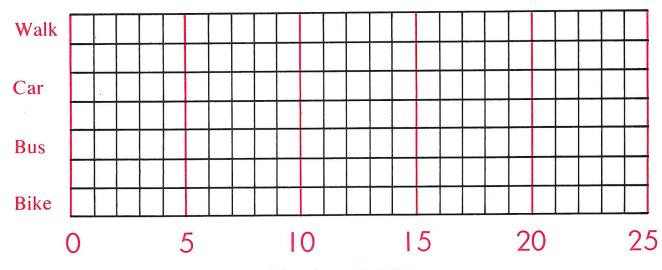




Find out how the children in your class come to school. Keep a tally on this chart.

Walk	Car	Bus	Bike
	4		
		4	

Fill in this bar graph.



Number of children

Name_

Color the boxes.

Count by 2's.

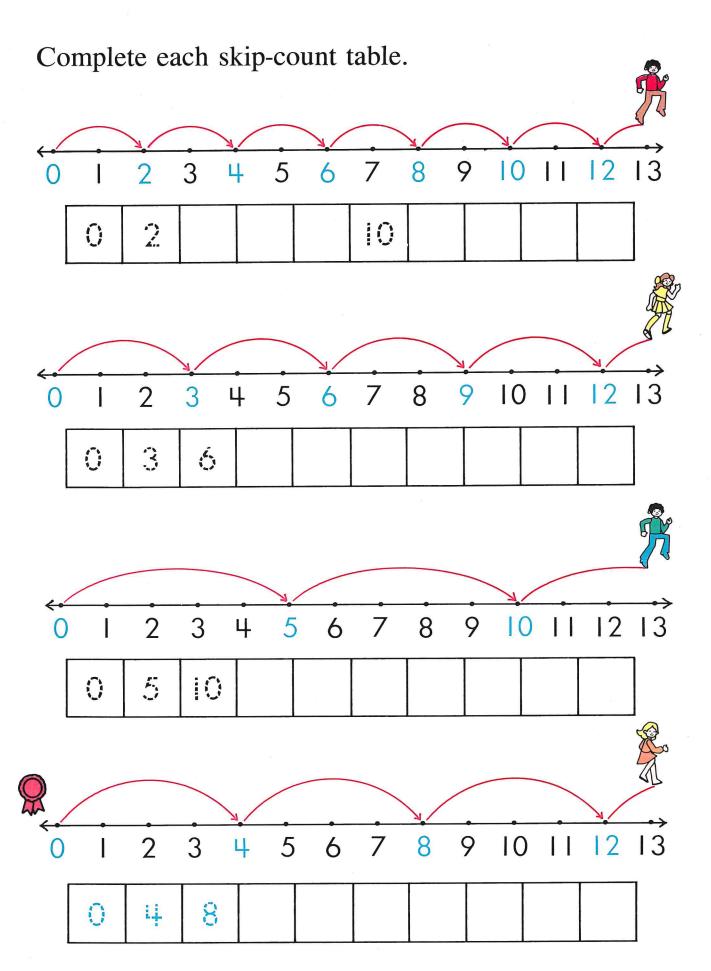
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18		

Count by 3's.

1	2	3	4	5	6	7	8	9	10
	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27			

Count by 5's.

I	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36				



Fill in each \square .

I

has 2 ears.

2

have ears.

3



have ears.

4



have ears.

5



have ears.

6



have ears.

7



have ears.

8



have ears.

9



have ears.

3 sets of 2



6 dots in all.

MULTIPLICATION EQUATION

$$3 \times 2 = 6$$

We say three times two equals six.

Complete each equation.



$$2 \times 2 =$$

0 sets of 2

$$0 \times 2 = \boxed{0}$$

5 sets of 2

$$5 \times 2 =$$

4 sets of 2

9 sets of 2

$$9 \times 2 =$$

8 sets of 2

$$8 \times 2 = \boxed{}$$

KEEPING SKILLS SHARP

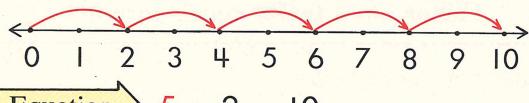
$$-21$$

$$-34$$

$$-77$$

$$-55$$

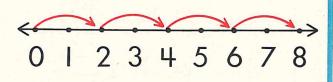
Each jump is 2 units long.

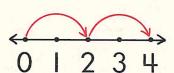


Equation
$$5 \times 2 = 10$$

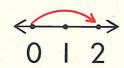
We say five times two equals ten.

Complete each equation.

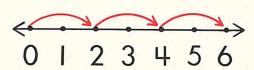




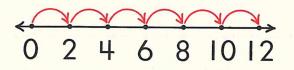
$$2 \times 2 =$$



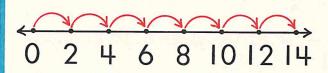
$$\times 2 =$$



$$3 \times 2 =$$



$$6 \times 2 =$$

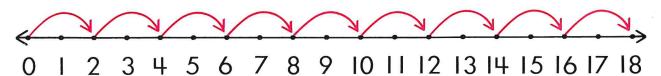


$$7 \times 2 =$$

$$\begin{array}{ccc}
2 \times 4 &= 8 \\
\uparrow & \uparrow & \uparrow
\end{array}$$
factor factor product

Factor times factor equals product

Give the product or factor.



$$2 \times 2 =$$

$$7 \times 2 =$$

$$3 \times 2 =$$

$$0 \times 2 = 0$$

$$\times$$
 2 = 6

$$\times$$
 2 = 10

$$\times$$
 2 = 8

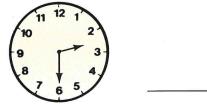
$$\times$$
 2 = 0

$$\times 2 = 12$$

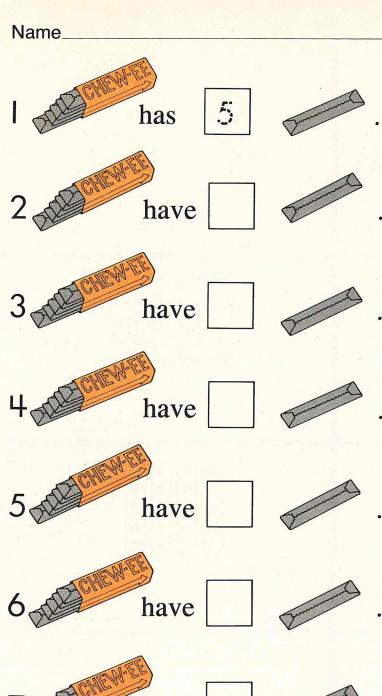
$$\times$$
 2 = 14

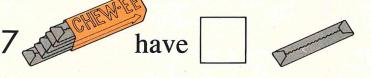
$$\times$$
 2 = 18

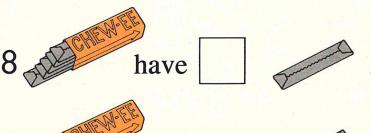
IIKEEPING SKILLS SHARP











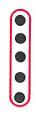
Complete each equation.







$$3 \times 5 =$$





$$2 \times 5 =$$



$$5 \times 5 =$$





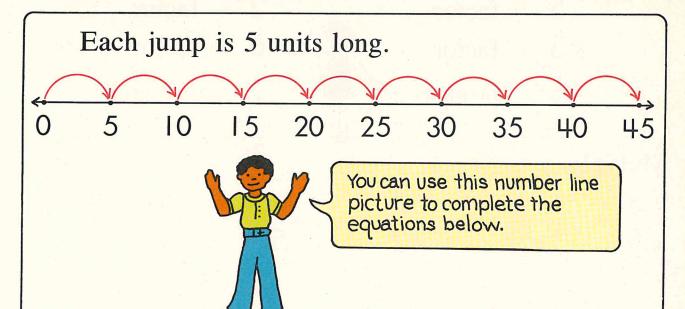
$$4 \times 5 =$$



$$9 \times 5 =$$

$$0 \times 5 =$$

IKEEPING SKILLS SHARP



Complete each equation.

$$4 \times 5 =$$

$$2 \times 5 =$$

$$3 \times 5 =$$

$$0 \times 5 =$$

$$5 \times 5 =$$

$$7 \times 5 =$$

$$9 \times 5 =$$

$$8 \times 5 =$$

$$5 \leftarrow factor$$

$$\times 3 \leftarrow factor$$

$$15 \leftarrow product$$



- $2 \leftarrow factor$
- $\times 6 \leftarrow factor$
 - $12 \leftarrow product$

Multiply.

$$\times 5$$

$$\times 2$$

$$\times 5$$

$$\times 2$$

$$\times 2$$

$$\times 5$$

$$\times 5$$

$$\times 2$$

$$\times 2$$

$$\times 5$$

$$\times 5$$

$$\times 5$$

$$\times 5$$

$$\times 2$$

$$\times 2$$

Complete each equation.

$$5 \times | = 15$$

80

$$-18$$

$$-29$$

$$-35$$

$$-50$$

$$-65$$









have





























have







have







have





4 sets of 3



12 dots in all.

EQUATION

$$4 \times 3 = 12$$

Complete each equation.



$$3 \times 3 =$$



$$2 \times 3 =$$

$$0 \times 3 =$$





$$5 \times 3 =$$



$$7 \times 3 =$$

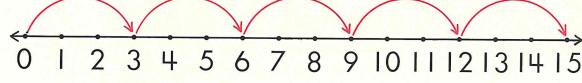
KEEPING SKILLS SHARF

48

Name_____

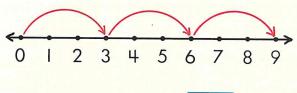
Each jump is 3 units long.



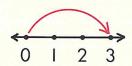


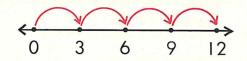
$$>$$
 $5 \times 3 = 15$

Complete each equation.

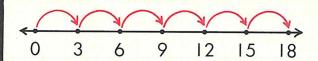


$$3 \times 3 =$$





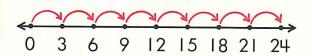
$$4 \times 3 =$$



$$6 \times 3 =$$



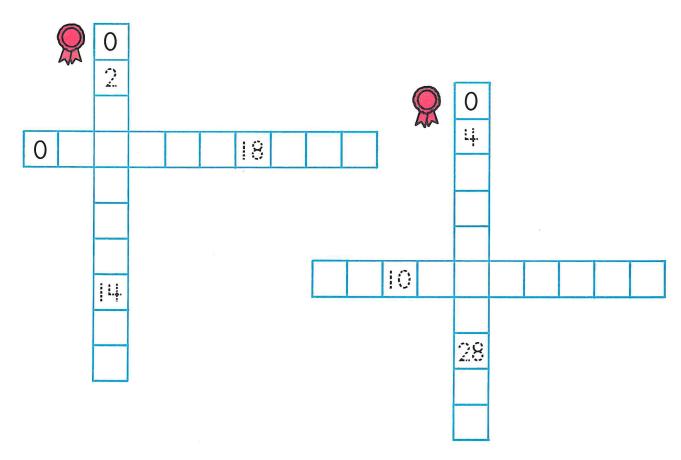
$$9 \times 3 =$$



$$8 \times 3 =$$

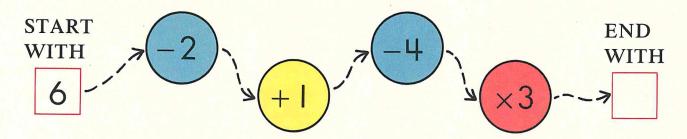
Fill in these skip-count tables.

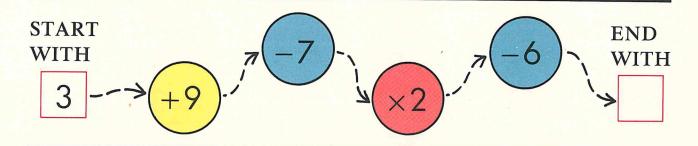
0		i.į.				8
0	**************************************	A LO				y
0	, 4 , 4 , 4 , 4 , 4 , 4 , 4 , 4 , 4 , 4		e e		-	
0		\$ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0				46.

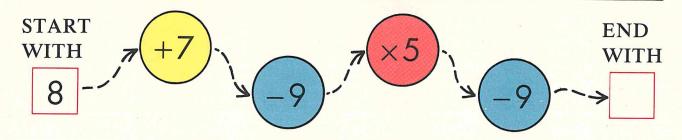


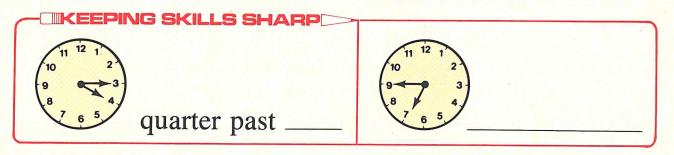
Follow the path.

Find the ending number.





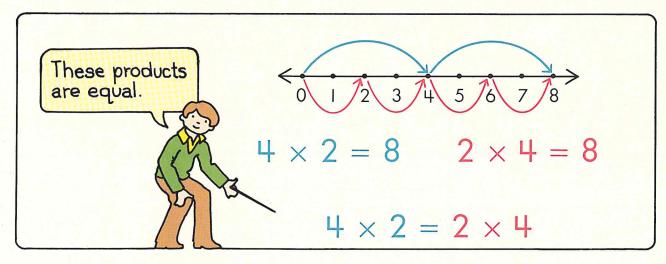




Multiply.

KEEPING SKILLS SHARP

Name



Complete each equation.

$$3 \times 2 =$$

$$2 \times 3 =$$

$$6 \times 3 =$$

$$3 \times 6 =$$

$$8 \times 5 =$$

$$5 \times 8 =$$

$$7 \times 5 =$$

$$5 \times 7 =$$

$$4 \times 3 =$$

$$3 \times 4 =$$

$$7 \times 3 =$$

$$3 \times 7 =$$

$$9 \times 3 =$$

$$3 \times 9 =$$

$$9 \times 2 =$$

$$2 \times 9 =$$

Multiply.

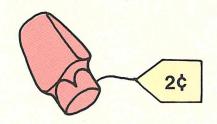
IKEEPING SKILLS SHARP



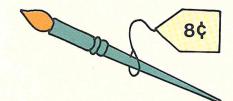




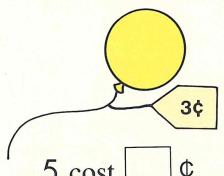
Fill in each \square .

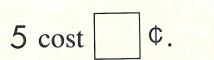


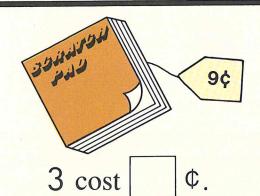
6 cost

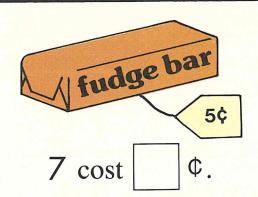


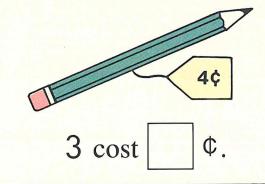
2 cost ¢.

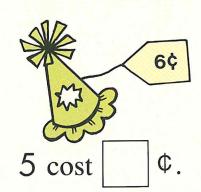


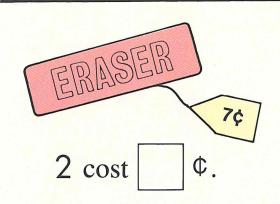




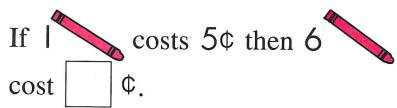


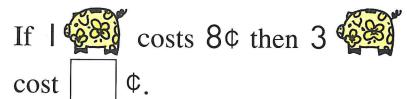


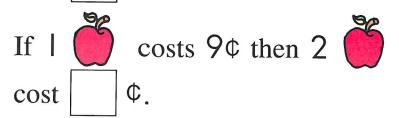


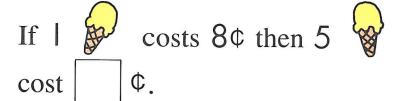


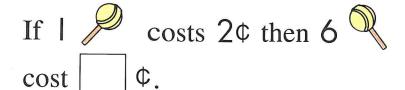
Complete.

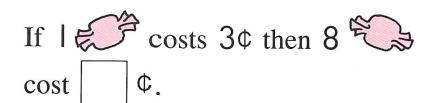








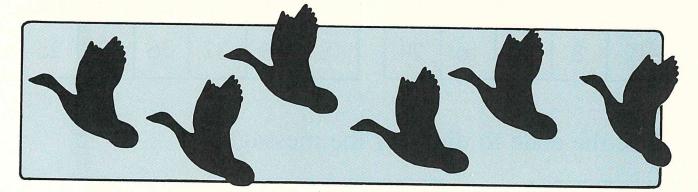






Tell a story.

Name.



A	I	K	L	S
7	9	24	10	40

F	Т	O	R	W
25	12	8	30	18

Why do geese fly south in the winter?

Fill in each \square to find the answer.

$$+5 \times 5$$

8

$$\times 2$$

A	Е	M	N	O
12	8	4	16	24

R	S	Т	U	W	Y
18	28	32	36	9	25

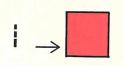
Use the code to discover the message.

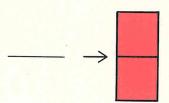


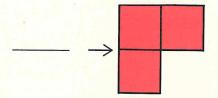
Tell a story.

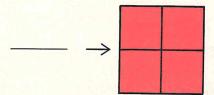
Odd numbers

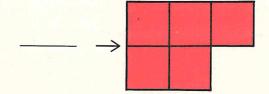
Even numbers

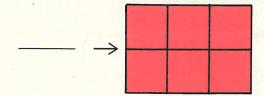


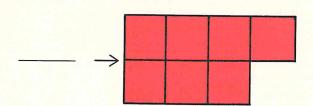


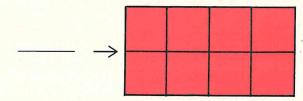












Draw O's around numerals for even numbers.

Draw D's around numerals for odd numbers.

12 13 14 15 16 17 18 19 20

24 25 26 27

30

10

Odd and even numbers

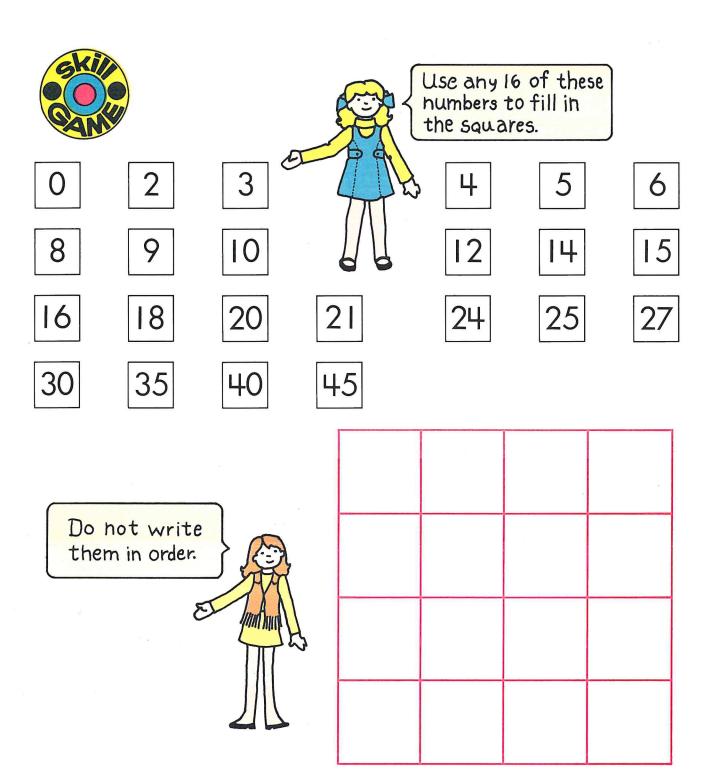
(two hundred seventy-nine) 279

Answer each question. Write an equation. **ANSWER EQUATION** A truck has 6 wheels. How many wheels do 2 trucks have? Mary has 2 small dolls and 3 large dolls. How many dolls does she have in all? Each horse has 2 ears. How many ears do 4 horses have? Jim had 9 pennies. He spent 5 of them. How many pennies did he have left? 380 453 *7*42 88*7* 56*7* -260 - 216 - 515 - 329 - 319 - 248

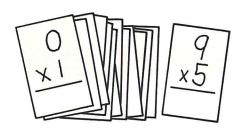
Name	
Answer the question.	
Write an equation.	
Maria walks 8 blocks 2 times a day. How many blocks does Maria walk each day?	
Pete ran 3 miles a day for 7 days. How many miles did Pete run?	
The milkman left 2 gallons of milk at Mary's on 6 days. How many gallons of milk did he leave at Mary's?	
A carpenter needed 8 nails to fix each frame. He fixed 5 frames. How many nails did he need?	
A pilot reports 3 times each hour. The pilot flew for 6 hours. How many reports did she make?	

Problem solving

(two hundred eighty-one) 28 l



Your teacher will explain the game.



CHECKU

Complete each equation.



$$4 \times 3 =$$

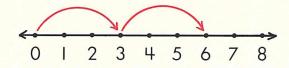


$$4 \times 5 =$$

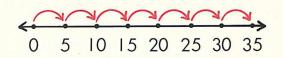
$$5 \times 2 =$$



$$8 \times 3 =$$



$$2 \times 3 =$$



$$7 \times 5 =$$

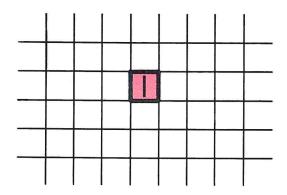
Multiply.

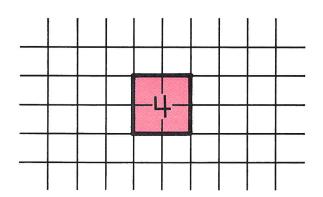
 $\times 2$

$$\times 3$$



Here are the first two square numbers.





Get a piece of graph paper.

Find some more square numbers.



For what numbers can you draw step shapes like these?

